



## Lamar University – M.Ed. in Educational Technology Leadership

### Reflections of Course-based Embedded Assignments

**Directions:** In submitting your Course-based Embedded Assignment located in Appendix I of the Internship Handbook, you are required to complete a reflection of the identified assignments in your course wiki/e-portfolio. These reflections will be used to assist you in completing your EDLD 5388/5370 (\*Please note that course number changes in Fall 2010\*) Internship comprehensive exam final report. Students should use and cite their textbook references as well as two additional references when writing each reflection. The reflection must consist of statements regarding the knowledge you gained from the assignment and how the assignment helped you master the Technology Facilitator Standard(s) /Indicator(s).

Course Number:	Course Name:	Course-based Embedded Hours (see Appendix I)
<b>EDLD 5344:8032</b>	<b>School Law</b>	<b>15 hours</b>

Description of the Assignment/Performance Tasks (see Appendix I)	IEP Remediation assignment
<p>Note: Reflection at a critical level means writing text that reveals your opinion of the reading or experience, why you hold that opinion, how the experience/assignment/reading could be improved, how you see the reading or experience as consistent or inconsistent with what you have learned so far, implications for the future, etc. Reflection should include more content than just a recitation of facts and you should document your writing with a minimum of 3 references.</p> <p><b>Self –Assessment</b></p> <ol style="list-style-type: none"> <li>1. Critically reflect (see note above; not just recitation of facts) upon the knowledge you gained from the assignment. (3 Points)</li> <li>2. Critically reflect upon the relationship between any new information you gained from the assignment with old information you previously held to be true. (2 Points)</li> <li>3. How did the relationship between the old and new information you learned affect your personal experience with the assignment? (2 Points)</li> </ol> <p><b>Learn as a Learner</b></p> <ol style="list-style-type: none"> <li>1. Critically reflect (see note above; not just recitation of facts) upon your approach and strategies used in completing the</li> </ol>	<p>Design a remediation to a situation you would like to improve in your school. In your School-Based Analysis, you familiarized yourself with special education policies in your state and school district. For your Application, you will use this knowledge as you follow a fictional student, Julia, who has just enrolled in your school. You will develop and Individualized Education Program for "Julia," monitor how her program is implemented in the classroom, and use your knowledge of student rights and school management to make sound decisions when she engages in behavior that calls for disciplinary action. This assignment will require you to use knowledge gained from lectures and readings, and from communication with leaders at your school, including your principal, special education coordinator, and classroom teachers. Your final step will be to make suggestions about how management policies and procedures for special education students at your school can be improved. In all instances, you are expected to cite relevant law and/or policy that you used to formulate your answers.</p> <p>See included assignment documents below.</p>

<p>assignment. (3 Points)</p> <p>2. Critically reflect upon how you learn as a learner and how you assess your own performance in completing the assignment(s). (2 Points)</p> <p>3. How did your learning and interaction with colleagues (such as discussion forum, web conferences, wiki and blog participation, etc.) affect the results of your performance? (2 Points)</p> <p><b>Lifelong Learning Skills</b></p> <p>1. Critically reflect (see note above; not just recitation of facts) upon what you gained about learning and how you learn that will impact your future learning. (3 Points)</p> <p>2. How will your past interactions and collaborations with colleagues impact your future learning experiences? (2 Points)</p> <p>3. As a lifelong learner, what questions or issues challenge you and are worthy of future research or investigation? (2 Points)</p> <p><b>Additional Criteria</b></p> <p>1. Content posted to e-Portfolio wiki/blog/Google site (1 Point)</p> <p>2. Mechanics (1 Point)</p> <p>3. APA Format (1 Point)</p> <p>4. Minimum of 3 References (1 Point)</p> <p>(Maximum 25 points)</p>	
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# LAMAR UNIVERSITY

## IEP Development

Julie is a new 7<sup>th</sup> grader who has enrolled in our school after having qualified for special education in her former school district. Her disability falls under the IDEA category known as “emotional disturbance.” While she has always been educated in “regular” classrooms, she is prone to brief, disruptive outbursts in class and has had trouble getting along with her teachers and classmates. She also has difficulty paying attention in class and does not sit still during tests and quizzes, often distracting her classmates while they are also taking their tests.

At the beginning of the school year, an ARD committee convenes and begins the process of evaluating Julie for special education services.

Describe the members of Julie’s ARD committee and their roles in the development of his IEP.

According to the 2007 article, The new IDEA: Changes, concerns and questions, written by Keith Hyatt and published in *Intervention in School and Clinic*, 42(3), The ARD team should consist of “parent, general educator, special educators, and an LEA representative (principal).” (p.134) Julie’s parent(s) will provide official medical diagnosis, and recommendations from her physician and/or the psychologist who is treating her. Julie’s parents will also provide a brief description of her home life, and describe how her disruptive behavior is/is not handled at home. Since it is the initial meeting on our campus, general ed. teachers will be involved to the extent that Julie’s ARD records from the previous school indicate that services may be needed in their subject area. The Special educator and the Goliad Special Education Psychologist will bring Julie’s previous ARD records that will detail services, remediation, and behavioral modification plans from the previous school; additionally, these specialists should have already reviewed Julie’s case and, if possible, they should have already interviewed Julie, perhaps observed her in action, and will provide both a remediation and behavioral modification plan that builds on what was working in the old school, to the extent feasible in his new school. These professionals may also add or remove services and modifications based upon the facts in the files and their interviews with Julie and his parents. If Julie received Mathematics services in his old school, his assigned Math teacher would be present at the meeting, listen to a description of his previous services and/or accommodations, agree to offer similar and/or same services until he is re-evaluated after establishing a local record of abilities and disabilities. The group will set preliminary short and long term academic and behavioral goals for Julie. The school has a discipline policy in place for all students with provisions for special education students. Both Julie and her parents should have already reviewed this document before the meeting. During this ARD reasonable behavioral expectations and goals are defined for Julie, a behavior contract is with expectations and agreed upon, pre-determined punishments listed. The principal will welcome Julie and her parents to the district, verify the district’s ability to provide the resources Julie will need and/or alternative steps being taken to acquire materials and/or services that are not currently available in the district. The principal will also outline the discipline policy as it applies to Julie emphasizing that her compliance and participation in all goal activities is expected, while inviting them to contact him any time they feel the need. Clear expectations, goals, rewards, and punishments are necessary in order to help Julie become as functional as possible as she matures.

It would also be prudent for the principal to determine if moving is a common thing for Julie’s family or a one-time event; whether or not there are siblings and if they have similar problems; and to verify that the reason for the family’s move was not outrun a disciplinary action for Julie and/or a court action for her or her parents.

Hyatt, K. J. (2007). The new IDEA: Changes, concerns and questions. *Intervention in School and Clinic*, 42(3), 134.

### **How will Julie's current academic and behavioral levels best be determined?**

According to the 2007 article, The new IDEA: Changes, concerns and questions, written by Keith Hyatt and published in *Intervention in School and Clinic*, 42(3), "IDEIA 2004 requires that the receiving district provide services comparable to those delineated in the student's current IEP until the LEA has conducted a local evaluation and eligibility determination." (P. 134). In other words, in order to determine Julie's current academic and behavioral levels, the ARD team should, review her previous special education, discipline, and academic records in addition to monitoring local performance in new surroundings. Until all the previous documentation is made available to the local ARD committee and the results of local observations, performance reviews, and psychological assessments are collected, summarized and reported to the ARD committee, the previous services must be matched to the extent possible in the new district. Additionally, local professionals need to discuss Julie's case with the professionals who designed and managed his IEP, her behavioral management plan, and his disciplinary actions at the previous school prior to the first local ARD. The local ARD committee will meet to discuss the specifics of Julie's case, they will discuss these with the parent(s) prior to the ARD to get their input, then make professional recommendations for academic services and behavioral management plans that will be officially discussed and accepted or rejected by the parents during the ARD.

### **How will the ARD committee determine whether Julie qualifies for special education services? What factors go into making this determination? How will the committee select the related services for which Julie will be eligible?**

**The ARD committee will determine that Julie is qualified for special education services by** virtue of the fact that he was receiving services in the previous district; according to the 2007 article, The new IDEA: Changes, concerns and questions, written by Keith Hyatt and published in *Intervention in School and Clinic*, 42(3), The ARD team should, should review the previous records, "IDEIA 2004 requires that the receiving district provide services comparable to those delineated in the student's current IEP until the LEA has conducted a local evaluation and eligibility determination." (P. 134).

**There are two primary factors determining the ARD committee** recommends continuing special education services for Julie. In addition to a medical diagnosis for "emotional disturbance" with a history of disruptive behaviors, Julie received special education services at her previous school for these documented problems; therefore, according to IDEIA 2004 and the quote cited above, she must receive similar services in our school until such time he can be properly re-evaluated by the appropriate district special educators, medical specialists, and general education teachers.

**In order to determine the related services for which Julie will be eligible, the ARD committee** must defer to IDEIA 2004, and I, to the Hyatt quote cited in previous paragraphs. In simple terms, since Julie was previously qualified for special education services; she must be initially accepted into the local program with an IEP, behavior modification plan, services very similar to the one in place in the old school, if an exact replication is not available in the receiving district.

As the first semester progresses, the special education instructor, and the Goliad Special Education representative in combination with the appropriate experts, i.e. psychologists at the Goliad Special Education Co-op, Julie's medical doctors, and her local general ed. teachers will evaluate Julie's academic and behavioral progress using a functional analysis. Once this information is available, an interim review date will be set to affirm the current plans or to adjust the initial services to better fit Julie's needs.

Hyatt, K. J. (2007). The new IDEA: Changes, concerns and questions. *Intervention in School and Clinic*, 42(3), 134.

Based on what you know of Julie's background, what classroom accommodations would you recommend for her? Do you feel that she will need assessment accommodations? What assessment accommodations do you suggest?

Because Julie has a medical diagnosis of "emotionally disturbed", I believe we will have to carefully study all of Julie's previous records and her doctors recommendations to determine how to help Julie manage her outbursts. In reading through documents provided by a local special education teacher, and documents available at <http://specialed.about.com>, I found several templates for documenting a student's behavior patterns throughout the day in multiple ways to more accurately pinpoint stressors and results that behaviors are achieving in order to determine how to introduce replacement behaviors to help the student learn to cope appropriately. There is not enough information currently available to redesign her accommodation plan. As a result, as dictated by state and federal law, her current plan will be continued to the extent it is feasible. Data collection will begin locally to determine how to modify the current plan to best meet Julie's needs. Here is a sample of the functional analysis plan with preliminary information inserted. The actual scatterplots and other instruments are in .pdf format and will be adapted for this IEP over the course of the next three weeks.

**Student Remediation/Accommodation Plan**

**Student** \_\_\_\_\_ **Julie** \_\_\_\_\_

**Teacher** \_\_\_\_\_ **All** \_\_\_\_\_

**Course** \_\_\_\_\_ **All Courses Behavioral Modification** \_\_\_\_\_ **Date** \_\_\_\_\_ **First month of school** \_\_\_\_\_

**Topic/Project/Exam** \_\_\_\_\_ **First Semester Functional Behavioral Analysis** \_\_\_\_\_

**Reason: for Positive Behavioral remediation Plan**

Julie is a new 7<sup>th</sup> grader in our school. She is coming into our district with an existing medical diagnosis, "emotionally disturbed," and a behavior plan. In her previous school district, she was prone to brief, disruptive outbursts in class and had a problem getting along with her teachers and classmates. She also has difficulty paying attention in class and does not sit still during tests and quizzes, often distracting her classmates while they are also taking their tests.

**Participants:**

<b>(x) Student:</b>	<b>Julie</b>
<b>(x) Family Member:</b>	<b>Mother</b>
<b>(x) Special Educator:</b>	<b>Laura Wiatrek</b>
<b>(x) General Educator(s):</b>	<b>Ana Ramirez</b>
<b>(x) Special Education Administrator:</b>	<b>Christy Blocker</b>
<b>(x) General Education Administrator:</b>	<b>Christy Blocker</b>
<b>(x) Goliad Special Education Psychologist:</b>	<b>Paula Lyssy</b>
<b>(x) Other agency personnel</b>	<b>Lyndal Wiatrek</b>
<b>( ) Peer(s)</b>	
<b>( ) Other (specify)</b>	

**Fact Finding:**

- 1) General learning environment: Describe Julie's schedule, including any special programs or services.**

In Julie's previous school, she was in general education classes all day, shifting between classes with the other students. In her previous school, the problem was generalized. Julie had difficulty getting along with teachers and classmates. She was prone to brief disruptive outbursts during class and could not sit still during tests and quizzes; she often distracted her classmates who were also taking their tests.

- 2) Problem Behavior: Define the problem behavior(s) in observable, measurable, and countable terms (i.e. topography, event, duration, seriousness, and/or intensity) Include several examples of behavior.**

In her previous school, the problem was generalized. Julie had difficulty getting along with teachers and classmates. She was prone to brief disruptive outbursts during class and could not sit still during tests and quizzes; she often distracted her classmates who were also taking their tests.

In the first few weeks of school here, her outbursts seem to occur more frequently in Math class, although there have been a few incidences in other classes. She seems to be very frustrated with class assignments and blames failure on things she cannot control. ( i.e., her intelligence, difficulty of work, teacher not helping, problems at home.) The teacher has not provided specific examples at this point.

**3) Setting events: Describe important things that are happening in the student's life that may be causing the behavior(s) of concern.**

Julie's father lost his previous job, and recently obtained work with an oil field rig in the area. Housing is limited in the area so the family of five, is living in a very old and small two bedroom rent house a good distance outside of town. Living in a very small rural area is a very new, "tough" change for Julie. She has a younger sister who does not seem to be having the same level of difficulty adjusting to the new environment and school. Julie's mother has to travel to work to San Antonio each day. Her children are the last to be let off the bus, but she does not arrive home until shortly after the bus drops off her children. Julie is responsible for getting her sister started on their chores and/or homework. She frequently also has to start the evening meal.

Julie is slight of build and has no wish to join in team sports, the band, or any UIL academic activities.

**4) Review existing data: Summarize previously collected information (records review, interviews, observations, and test results) relevant to behavior(s). Attach additional sheets if necessary.**

We have Julie's IEP, behavioral plan, and medical recommendations from her previous school.

**Possible Explanations:**

**5) Identify likely antecedents:**

Julie has:

- 1) a medical diagnosis of "emotionally disturbed," so it is to be expected that the transition from a urban school to a small rural school would be more difficult for her than an average student;
- 2) parents who are frequently late leaving her responsible for younger siblings, their homework, her homework, household chores, and evening meal responsibilities.
- 3) a history of problems with mathematics; her descriptions of afterschool activities indicate that he is not receiving help with her work at home, but she is doing her best to help her sister.
- 4) indicated that she is more likely to become disruptive when she has had no time or help completing her homework. When this happens, she more likely to become disruptive during independent work at school.

**6) Identify likely consequences that may be maintaining the behavior(s).**

- 1) In some cases, students agree with Julie's disruptive comments about task difficulty. Inadvertently, this may be a negative reinforcement for this unwanted behavior.
- 2) After a negative comment, Julie frequently shoves the work aside and discontinues work. This appears to also be a negative reinforcer for this behavior.
- 3) Julie's Math teacher has commented that she seems to relax after an outburst. It may be that in shifting the blame to external or medical factors that he cannot control, she is comforting herself.

**7) Identify and describe any academic or environmental context(s) in which the problem behavior(s) do not occur.**

Ms. Ramirez has started sending Julie to resource after initial instruction during individual seat work. The special educator in the resource room, Laura Wiatrek, reports that Julie almost never disrupts other students while he is receiving help, or after a one-on-one lesson followed by individual work.

Ms. Ramirez has also noted that during review, after he has received one-on-one in the resource room,

Julie is not disruptive; however, in testing situations he continues to fidget, and distract his classmates.

### **Validation**

**8) Functional Assessment:** Do have enough information to believe that the possible explanations are sufficient to plan an intervention/remediation/accommodation plan(s)?

a) If yes, go to step 9, if no, then what additional data collection is necessary?

( ) Review of Local IEP goals and objectives

(x) Review of medical records

(x) Review of previous intervention/ remediation/accommodation plan(s)

(x) Review of local incident reports

( ) ABC (across time and situations)

(x) Motivational analysis

( ) Ecological analysis

(x) Curricular analysis

(x) Scatter plot

(x) Parent questionnaire/interview

(x) Student questionnaire/interview

(x) Teacher questionnaire/interview (specify who) Ms. Ramirez and any other teacher who has filed an incident report

( ) other (explain) \_\_\_\_\_

**b) Summarize data. Attach additional sheets if necessary.**

- Utilize IEP and goals from previous school until above reviews are conducted.
- Disruptions to date have been minor, begin scatter plot process, teacher, student and parent interviews.
- Julie's mother reports that she has exhibited similar outbursts at home when faced with a difficult Math/science problem.

**A motivational analysis is needed to check likely causes for Julie's behavior pattern and what he thinks causes the outbursts.**

<b>Assumed Causes of Behavior</b>	<b>Assessment format and Outcome</b>
<b>Julie feels overwhelmed by her home situation and is attempting to reach out for help.</b>	<b>The presence or lack thereof of other students did not affect the number of behavior occurrences. Student reason during interview: Conclusion:</b>
<b>Julie is attempting to get sympathy/attention from others</b>	<b>The presence or lack thereof of other students did not affect the number of behavior occurrences. Student reason during interview: Conclusion:</b>
<b>Julie is trying to explain why she has the outbursts to herself.</b>	<b>The presence or lack thereof of other students did not affect the number of behavior occurrences. Student reason during interview: Conclusion:</b>



**Planning**

- 9) **Formulate a hypothesis statement:** Using the table below, determine why the student engages in problem behavior(s). whether the behavior(s) serve a single or multiple functions and what to do about the behavior(s).

	<b>Internal</b>	<b>External</b>
<b>Obtain Something</b>	Explanation to herself that make sense of frustrations/failure	Possible attention or comfort from peers
<b>Avoid Something</b>	Feelings of frustration and confusion which occur when he has encountered difficult tasks on homework or individual seat work and cannot get help.	

- 10) **Current level of performance:** Describe the problem behavior(s) in a way the team will recognize onset and conclusion of behavior.

Examples of inappropriate statements:

- 1)
- 2)
- 3)

- 11) **Describe replacement behavior(s) that are likely to serve the same function as the behavior(s) identified in Step 9.**

- 1)
- 2)
- 3)

- 12) **Measurement procedures for problem behavior(s) and replacement behavior(s):**

- a) Describe how (i.e. permanent products, event recording, scatterplot), when, and where student Interval sampling of both appropriate and inappropriate attribution statements made aloud during math will be recorded every other day for a two week period.
- b) Summarize data by specifying which problem behavior(s) and replacement behavior(s) will be targets for intervention/ remediation/accommodation.

**Problem behavior**

- 1) Detrimental attribution statements made aloud during math class.
- 2) Assigned work products not finished for math class.
- 3) Out of seat, other disturbing behavior during testing.

**Replacement behaviors**

- 1) Appropriate attribution statements made aloud during math class.
- 2) Assigned work products completed for math class.
- 3) Quietly remains in seat and completes tests without disturbing other students.

- 13) **Behavioral Intervention/remediation/accommodation Plan:**

The functional assessment data should be collected and correlated to determine Julie's current functional levels, problem areas, as well as the effectiveness of the current behavioral plan. Once this data is collected and correlated, the ARD team will review the information to :

- a) Specify goals and objectives (conditions, criteria for acceptable performance) for teaching the replacement behavior(s) to the extent that they differ from the existing plan.

Primary Behavior change goal:

Reduce detrimental attribution statements to the class median.

Increase appropriate statements to the class median.

Reduce activities, fidgeting, etc. during testing that disturbs classmates during their tests.



Increase length of time Julie can remain her seat and quietly work on a test without fidgeting, and/or performing other activities that disturb her classmates during testing.

**Proactive social skills goal:**

Teach Julie positive ways to comfort herself as she attributes successes and failures to herself.

Objectives to help Julie positively meet this objective include:

- 1) Julie can tell the difference between appropriate and inappropriate behaviors and statements: Criteria 100%
  - 2) Julie can monitor her own behavior well enough to know when she is making inappropriate statements: Criteria 100%
  - 3) Julie knows what behavior is expected of her: Criteria 100%
  - 4) Julie knows the consequences of engaging in inappropriate behavior: Criteria 100%
  - 5) Julie knows the rewards of engaging in positive behaviors: Criteria 100%
  - 6) Julie considers the consequences of inappropriate behavior a deterrent: Criteria 100%.
- b) Specify instructional strategies that will be used to teach the replacement behavior(s).
- 1) The special education teacher will train the math teacher in the use of an attribution correctness process. This procedure will also be used by the Special education teacher whenever Julie makes negative attribution statements.
  - 2) The special education teacher will continue to see Julie at least three times a week, at least one full meeting will be teaching Julie to employ positive attribution retraining. The other two days will be math remediation and appropriate testing behavior until her skill level is equal to classmates.
- c) Specify strategies that will be used to decrease problem behavior(s) and increase replacement behaviors.
- 1) Teaching Julie the skills required to tell the difference between acceptable and unacceptable attribution statements listed above will decrease her problem behavior.
  - 2) Teaching Julie alternate activities that release her testing stress without disturbing classmates.
- d) Identify any changes in the physical environment needed to prevent problem behavior(s) and to promote desired (replacement) behavior(s), if necessary.
- 1) Instructional time: None during Math class, Julie will be in her regular classroom;
  - 2) Independent work time: 3 days a week Julie will be in the resource room during Math class.
  - 3) Until a reduction in "testing ticks", is observed, Julie will be allowed to test in the resource room during Math and other core subject classes, as she improves, desk privacy screens can be used in the classroom.
- Note: Cannot overlook the fact that Julie is being left in charge of younger siblings until her mother arrives after a commute in from San Antonio. This situation may require outside help.
- e) Specify the extent to which the intervention/remediation/accommodation plan will be implemented in various settings; specify settings and persons responsible for implementation of plan.
- 1) See 13-b through 13-d.

**14) Evaluation plan and schedule: Describe the plan and timetable to evaluate effectiveness of the current intervention plan.**

- a) **Describe how, when, where, and how often the problem behavior(s) will be measured.**

Both appropriate and inappropriate behaviors will be monitored every other day for two weeks using a scatter plot, examples of Julie's own statements in math class.

Data for each item checked for review in the functional analysis will be collected, correlated, and reported to the ARD committee within 21 days from the date of this initial ARD review.

**b) Specify personas and settings involved.**

The Special education educator, Mrs. Wiatrek, and administrator, Mrs. Blocker, the Goliad Special Education Co-Op Psychologist, Paula Lyssy, the general education educator, Ms. Ramirez, and the general education administrator, Mrs. Blocker.

**c) Specify a plan for crisis/emergency intervention, if necessary.**

Due to Julie's illness, in the event a disruptive behavior appears to be escalating towards a violent altercation between Julie and anyone else, Julie will be escorted by the teacher to the Principal's office for a cooling off period. The situation will be sorted out by the Principal and appropriate action taken to protect Julie, her teacher, and/or her classmates. If the event completely disrupts class and Julie is disrespectful to a teacher using obscenities or physical violence; the first occurrence will result in a 3 day ISS period; the second in a 5 day ISS period; the third in DAEP placement for 9 days. Physical violence will result in a 10 day DAEP. Each incident will require a Manifest Hearing in order to fine tune the IEP or determine the underlying cause of the outbursts.

**d) Determine schedule to review/modify the intervention plan, as needed. Include dates and criteria for changing/fading the plan.**

- 1) ARD committee members will review the current plan and the functional assessment data within 21 days of this initial ARD meeting. At which time adjustments to the existing plan will be incorporated into this document.
- 2) Ms. Ramirez, Mrs. Blocker, and the Goliad Special Education Psychologist shall review the plan and Julie's progress @ 3 weeks with the report card schedule.
- 3) The behaviors will be charted and compared to a growth criterion of sufficient magnitude to bring Julie to target levels by the annual year end ARD scheduled for May 15, 2012.

**Informal notes:**

Teachers will need to be informed how to deal with Julie's outbursts and Julie will be informed of the discipline process and consequences. Teachers will be instructed to be particularly consistent in following IEP recommended procedures when outbursts do occur. Address testing issues: In order to prevent her from disrupting other students during assessments, Julie will test in a separate assessment location to keep distractions from other students to a minimum. As her ticks improve, we will utilize testing dividers, to create a private area within the classroom during testing. It does not appear she is developmentally delayed, or visually impaired, just disruptive. She will take a standard assessment, but it will be an oral administration in a 1\_1 setting with frequent breaks and reminders to stay on task.

In this case, Julie is a 7<sup>th</sup> grader who has been diagnosed with an emotional disturbance by a physician. She is in a new school, new situation, new people, etc. Her needs are also new to her teachers who may not have had to accommodate a child with Julie's particular illness in the past. Additionally Julie is becoming more disruptive and refusing to dress out in P.E.. To counteract the deteriorating situation, I have instructed the special educator to provide professional development that: 1) informs teachers about the particular obstacles Julie faces due to her illness and, provide research based best practice samples to help them better meet her educational needs with the prescribed accommodations; 2) provides teachers with a copy of her behavior contract, the corresponding reporting timeline, a report template, email and snail mail addresses for both Julie's father and mother. Teachers will cc me each update to Julie's parents; additionally, 5 copies will be printed and distributed (1 for teacher, 1 for office, 1 for mom, and 1 for dad) and sent home in Julie's bag; 3) reminds the teachers that as general education teachers, they may see a better way to help Julie maximize her potential, but they must follow the IEP until they have received approval from the special educator and me before they change modifications; and 4) addresses the fact that Julie's recent refusal to dress out at P.E. may have a deeper significance. The family is new to the district; the mom now says that she and her husband have split. It is unlikely that Julie's behavior occurs only at school; has her mom's (or a new adult companion's) punishment become overly harsh? Is Julie's refusal to dress out simply shyness or is she hiding bruises? A refresher on abuse recognition, documentation, and proper actions to take when child abuse is suspected is warranted. Perhaps, the next time Julie refuses to dress out, the coach should send Julie for quality time with the counselor, Ms. Moy.

#### Effect of Julie's existing IEP:

The existing IEP is the result of following federal guidelines; According to the 2007 article, *The new IDEA: Changes, concerns and questions*, written by Keith Hyatt and published in *Intervention in School and Clinic*, 42(3), "IDEIA 2004 requires that the receiving district provide services comparable to those delineated in the student's current IEP until the LEA has conducted a local evaluation and eligibility determination." (P. 134). the IEP recommended by Julie's previous school should be implemented to the extent that it is feasible in our school. In order to deviate from the prescription, the district must, provide two types of evidence. First, teachers must provide evidence that they faithfully followed the IEP for 3 weeks during which time, Julie's performance, and behavior deteriorated. I would expect to see modified lessons, copies of reports home, copies of responses from the Mom as well as her signature on sign-off sheets in addition to behavior referrals for classroom disruptions. Behavior contract notations of behavior violations and rewards Julie earned by following her contract. Look for consistency in all areas. Did her behavior improve? Did her grades go up or down? The special educator also needs to administer a skills benchmark; has she achieved the benchmark achievement goals set for this time frame in the existing IEP? This data will be utilized to complete Julie's functional analysis as required by Federal IDEIA 2004.

Secondly, the special educator should have completed the collection of data from Julie's previous school, doctors, and, if appropriate, the courts as well as become more familiar with Julie and her family through informal personal interviews. I would expect the special educator to combine the information from the functional analysis with research findings that suggest alternate modification(s) and/or behavior management approach(es) to better serve Julie's needs. I would expect to see sample lessons modified according to the dictates of the new approach and a modified behavior contract. If the evidence is sufficient to warrant a trial modification, the trial modifications would be approved for a set period. During the trial period, Julie's behavior and achievement as well as implementation documentation would again be assessed by the special educator and reviewed for approval by the Goliad Special Education Co-op. psychologist. According to benchmarks from her old school, has Julie made progress towards her IEP goals? Did her achievement improve, stagnate, or deteriorate? Was there a difference, during the local modification trial period. Julie's functional analysis data will be combined with her assessment data, discipline reports, and class grades, to prove whether or not official IEP/behavior modification change(s) are warranted and whether or not she has made positive gains since his arrival in our school.

Hyatt, K. J. (2007). The new IDEA: Changes, concerns and questions. *Intervention in School and Clinic*, 42(3), 134.

It's Monday morning. I heard a commotion coming from Julie's classroom. She is shouting and swearing at her teacher, and I was concerned that she would become violent. I called campus security to restrain her, then called her mother to my office following the incident, at which point, she claimed the teacher has been antagonizing Julie. She said that the teacher is resentful of the accommodations that have to be made for Julie and has ignored her IEP. She also claims that the teacher is trying to embarrass Julie in front of her classmates, which was the cause of her disruptive behavior in class today.

**1. I must investigate Ms. Bordelon's claims in order not to seem indifferent so I undertake the process outlined below.**

Sheriff, 2004, indicates the burden of proof is on the student and his family.

1) As I listen to the parent's recital of the events of the last few weeks:

- a) ask her if it is ok to use your phone to record what she is saying so that you can be sure to address all of her concerns.
- b) Casually ask her if she has copies of emails, hand written notes, or conference notes in which she expressed her concerns about her daughter's treatment to either teacher(s) the special educator?
  - i.) How long did she say this has been going on?
  - ii.) How long did she wait to speak to the teacher or special educator?
  - iii.) If she has not yet asked for a conference for the matter make a mental note of that. Perhaps ask why she did not report the growing problem before an altercation brought it to my attention?

c) Reassure her that our teachers are traditionally very professional and take great pride in their successful classroom outcomes, especially the successes of their mainstreamed special education students; however, her concerns will be taken seriously and fully and promptly investigated. Once I have a summary finding, we will discuss the next step. Ask her to complete her Incident report while she waits with your secretary and you take care of a few things.

2) Take a statement from Julie and have her describe in her own words what lead up to the argument ( i.e. complete the incident report). Have her turn in her daily assignments chart and her behavior tracking chart, her notebook of all her previous assignments for this and other classes and stress that she needs to explain in the Incident report what lead up to this.

3) Take a statement from the teacher and have her describe in her own words what lead up to the argument ( i.e. complete the incident report). Have her show you her grade book and any specific notes about issues with Julie as well as samples of the work she has modified for Julie, i.e. a blank modified test or worksheet, assignments modified in other ways and his permanent behavior chart.

4) Ask Julie's other teachers, especially those next door, if they are having similar problems in their classrooms with Julie and whether or not they have heard anything unusual from the room next door. Also ask if students have been commenting on the teacher's treatment of Julie or anyone else in general while in each of their classrooms. Under the circumstances, I would also ask if the teacher had commented on any animosity regarding Julie's IEP modifications or sought any help, suggestions, or comparison of modifications they were doing for Julie. Ask for one or two samples of work they have modified for Julie.

5) Take statements from a sampling of students in the classroom:

- a) Ask them what they were doing, what Julie was doing, and what the teacher was doing when the argument erupted.
- b) Additionally, ask them if they think the teacher is equally hard on every student in the class? Do they think the teacher has been picking on them personally or anyone else in class?

6) Ask the special education teacher if Julie's prescribed IEP's are being ignored by any teachers? Ask to see the IEP, the behavior tracking charts, and her modifications list, any

papers she has in her possession for the teacher in question that Julie was to complete in the next week. Also, verify whether or not the teacher has sought extra help modifying Julie's lessons for the pullout period and/or modifying tests. Finally, has the special educator sensed the teacher was directing resentment about IEP's or any animosity directly at Julie? Has Julie complained or mentioned the growing tension because the teacher was embarrassing her in class to her. If she had, find out why the special educator took no action.

Due to the home situation and last week's note that Julie was refusing to dress out in P.E., ask the special educator and counselor if they have any reason to believe that Julie is hiding bruises when she is not dressing out, or indicated that her home life is not as it should be.

- 7) After finishing with the special educator, stop back by the room in which Julie is cooling off and ask the aid if she has said or done anything unusual. See what she wrote, and question her again. The body of information collected in the last few minutes establishes an effort on my part, as principal, to determine the validity of the parent's claims and provides an initial body of evidence to present to the ARD committee in the ARD committee meeting that should be set for ASAP, today if possible, if not following day at the latest.
- 8) Return to the office and ask for the mom's statement and question her again about the sequence of events. I will orally summarize the investigative measures undertaken in the last few minutes and the information that will be reviewed prior to the Ard meeting which will be held at 3:30pm today. This emergency ARD committee meeting will address the issue of whether or not Julie's behavior was a manifestation of her illness or the result of teacher indifference to Julie's IEP.

## **2. Documentation of the teacher's behavior:**

The documentation for the teacher's behavior, good or bad, is the collection of statements from Julie, her parent(s), classmates, the special education teacher, and the counsellor in combination with samples of Julie's work, grade book records, IEP notes, etc. as detailed in 1 – 8 above and any existing information in the teacher's permanent file that would indicate a repeated pattern of indifference and neglect by the teacher. This data will serve as the teacher's proof that the situation is a little different than Julie and her mother retold it or it will support their version of the story. Dr. Hopson's week four lecture indicates that the final piece of documentation is a "written summary detailing the conclusions you have drawn, the evidence examined, and what action you may or may not have taken." (slide 19). So this information will be included in the summation of the case to date.

Hopson, M. (2011), EDLD 5344 School Law, Week 4: School Management Issues, Part 3: School Liability, retrieved from <https://lamar.epiclms.net/Learn/Player.aspx?enrollmentid=2271604>, slides 18-19.

## **3. District policy regarding actions that can be taken in this case?**

According to FCISD district policy **Student Conduct: Disruptions**(FNCI-LEGAL). If Julie *seized control of the classroom to interfere with any administrative, education, research, or other authorized activity*(1), she is guilty of a Class B misdemeanor. Although, there may be extenuating circumstances and this is the worst example of her behavior to date in our school, her other teachers have noted that she is getting more difficult to keep engaged during their classes. The Student Discipline Policy for Students with Disabilities limit Julie's removal to "an interim alternative educational setting, another setting, or suspension to not more than ten consecutive school days to the extent those alternatives are applied to children without



disabilities.”(1) U.S.C. 1415(k)(1)(B); 34 CFR 300.530(b)(1). Because Julie has a well-documented history of this type of behavior in her previous school, any student with this type of history would also go straight to In School Suspension (ISS), and, finally, her behavior plan stipulates that her Level I for disruptive behavior of this nature is three days of ISS. Julie will be given In School Suspension tentatively for three days. During this time, I will continue to review the documentation mentioned below to determine whether or not the teacher is partly or wholly to blame for the problem. I note that there is a stipulation on page 3 of 9 of the Student Discipline: Students with disabilities document FOF: Legal that in the event of a change of placement, the ARD committee must meet for the Manifestation Determination Hearing and to determine whether or not the episode was caused by the disease or “the direct result of the District’s failure to implement the IEP.”(3). It is essential to know whether or not the teacher was ignoring the IEP. Verification is now needed from all Julie’s teachers and her special educator about how strictly/or not teachers are following her IEP. Our special programs director has verified that since the ISS period is less than 3 days, it is not a change of setting so an ARD is not required. But, what we are doing is not working; I will call the ARD as soon as possible.

I referenced information retrieved from these sites for this question:

[http://www.tasb.org/policy/pol/private/128904/pol.cfm?DisplayPage=DH\(LEGAL\).pdf](http://www.tasb.org/policy/pol/private/128904/pol.cfm?DisplayPage=DH(LEGAL).pdf)

[http://www.tasb.org/policy/pol/private/128904/pol.cfm?DisplayPage=FNCI\(LEGAL\).pdf](http://www.tasb.org/policy/pol/private/128904/pol.cfm?DisplayPage=FNCI(LEGAL).pdf)

[http://www.tasb.org/policy/pol/private/128904/pol.cfm?DisplayPage=FOF\(LEGAL\).pdf](http://www.tasb.org/policy/pol/private/128904/pol.cfm?DisplayPage=FOF(LEGAL).pdf)

**4. Document - Who will participate in the meeting, the summary findings, and potential punishments. How will Julie’s ARD committee determine the appropriate punishment for Julie regarding her classroom outburst?**

The ARD committee participants would include: the Principal, a parent, the Nurse, the special educator, the GSEC psychologist, and one or two teachers who are having difficulty with Julie. The behavior plan dictates a 3 day ISS at this point, but, as a precaution, an emergency ARD has been called. Reasoning, the IEP isn’t working, it is time to develop a plan B in an attempt to head off escalation of this problem. The ARD committee will review descriptors of Julie’s specific emotional disturbance manifestations, the statements about the incident and what has been going on in class, listen to the opinions of the GSEC psychologist regarding the incident and Julie’s general downward spiral over the last two months; finally, listen to the comments of the teachers that are present. Once this information has been rendered, the group will narrow down to the GSEC psychologist, the special educator, and the principal. Using the evidence before them, they will determine 5 things: 1) Was Julie’s outburst triggered by the teacher’s failure to comply with the IEP? 2) Was the outburst a manifestation of Julie’s emotional disturbance? 3) What is not working in the IEP? 4) What measures will be taken to “fix” the broken parts? 5) According to the existing plan, Julie’s punishment is three days in ISS? If it is still a valid punishment, administer it. If it is not, using the best available medical information, the psychologists recommendations, and local resources and rules, devise and administer a new punishment. If necessary, take disciplinary actions against the teacher(s).

**5. Assuming Julie’s mother wishes to challenge the disciplinary action suggested for her, what recourse does she have? According to Texas law and school district policy, what due process rights does Julie have in this situation?**

Julie’s mother can appeal the ARD committee decision to the Principal. If she is not satisfied with the principal’s finding and disciplinary action, she can appeal to the superintendent, and then to the school board. At this point, AEP action is not being considered, if it was, the school board’s ruling is final. If she is not satisfied, she might have recourse for a civil action lawsuit. It will depend on exactly what information the investigation revealed about the teacher’s

According to several resources, as long as the teacher and school have documentation to support their claims that the teacher was following the IEP's, supporting statements that she was not singling Julie out for ridicule, and no history of indifference to students with disabilities, they have "sovereign immunity." However, if there is sufficient data to suggest that the teacher was neglecting to follow Julie's IEP, then she is not "acting within her scope as an educator, and not conforming "to federal, state, and local laws." These actions do appear to be willful neglect of duty which may result in job termination and possible litigation in civil court because the willful neglect of duty deprived Julie of a property right, i.e. her education and her right to be free from physical and/or mental abuse at the hands of a public employee. As long as I take immediate action to rectify the situation, neither I nor the school district can be held liable for the teacher's actions, in the event the information proves she and any other teachers are at fault for not following Julie's IEP.

Hopson, M. (2011), EDLD 5344 School Law, Week 4: School Management Issues, Part 3:  
School Liability retrieved from  
<https://lamar.epiclms.net/Learn/Player.aspx?enrollmentid=2271604>, slides 20-22.

Falls City ISD Legal policy retrieved from:  
[http://www.tasb.org/policy/pol/private/128904/pol.cfm?DisplayPage=FNG\(LEGAL\).pdf](http://www.tasb.org/policy/pol/private/128904/pol.cfm?DisplayPage=FNG(LEGAL).pdf)(1-5)



- 6. Based on your lectures, readings, and communication with educators at your school, you now have an opportunity to recommend ways in which special education evaluation, accommodation, and communication can be improved. Use this final section to outline ways in which you feel the process can be improved. Is the IEP development process in place at your school or district effective? If not, what suggestions do you have for how any of the components of this scenario can be improved?**

It seems in trying to orchestrate this scenario to provide effective discipline for the student and/or teacher, that the process drags out "justice" or lack thereof during which time the student is in limbo or possibly receives an unjust punishment. By the time the punishment is determined to be needed or not, the student has lost valuable educational time and possibly valuable access to education. Electronic records keeping should speed up investigations, but it still takes time to collect people's statements, review the information, consult with the appropriate staff and legal experts. I am really concerned that the brunt of the records keeping regarding IEP's is still being done by hand. It was my understanding that IEP's were completely electronic, automated, easy to review online and edit. That does not appear to be the case. I do not have a cure, but just the sense that the process needs to be expedited using electronic tools for the benefit.

The special education and administrative staff are spread very thin in our school district. One principal and one special education specialist serving two campuses, funding to provide a second principal and/or special education director for each campus would enable swifter, more accurate justice and better curriculum management and oversight of special education students and staff so that corrective actions can be taken before a situation reaches "critical mass."



**LAMAR UNIVERSITY**

## EDLD 5344: IEP Remediation Log Appendix

Transfer from Range

CHANGE \_\_\_\_\_  
NO CHANGE ☒

**GOLIAD SPECIAL EDUCATION COOPERATIVE  
PEIMS / SEMS STUDENT RECORD FORM**

☒ NEW STUDENT  
Init. Trans.

School: Falls City Elementary

DATE OF ARD: 9/8/2011  
PROGRAM START DATE: 9/8/2011  
Dismissal - Date: \_\_\_\_\_

ID# \_\_\_\_\_ SS# \_\_\_\_\_ GR 7 IA \_\_\_\_\_ SY \_\_\_\_\_  
IA \_\_\_\_\_ SY \_\_\_\_\_

Name: Julie Borden DOB: 4/18/1960 Sex: F Ethnicity: \_\_\_\_\_

HANDICAPPING CONDITION(S)/DATE OF REPORT(S):

Modified TEKS in Gen. Ed. setting: ☒ Y ☐ N

PRIMARY: LD 4-14-2010

If YES, List Classes: Math

SECONDARY: SI 4-14-2010

Reading

TERTIARY: \_\_\_\_\_

Science

Multiple HDCP (Yes / No) \_\_\_\_\_ Adaptive PE \_\_\_\_\_

4-14-2010 Speech Therapy ☒ EC Intervention \_\_\_\_\_ RDSPD \_\_\_\_\_ Medically Fragile \_\_\_\_\_ PPCD \_\_\_\_\_ Child Count 0 / 3

(☒) RELATED SERVICE(S)/DATE OF REPORT(S)

AT Clinic COUNSELING \_\_\_\_\_

SCHOOL HEALTH SERVICES \_\_\_\_\_ SPECIAL TRANSPORTATION \_\_\_\_\_

OT \_\_\_\_\_ PT \_\_\_\_\_ AUDIOLOGICAL SERVICES \_\_\_\_\_

ORIENTATION/MOBILITY TRAINING \_\_\_\_\_ PSYCHOLOGICAL SERVICES ✓ 4-14-10

OTHER (SPECIFY): \_\_\_\_\_

OTHER (SPECIFY): \_\_\_\_\_

CURRENT SCHOOL YEAR ENROLLMENT DATE: 2011-12 Restraint Y ☒ N ☐ # \_\_\_\_\_ ESY \_\_\_\_\_

SPECIAL EDUCATION ENROLLMENT DATE (if different from current school year enrollment): \_\_\_\_\_

ADDRESS: 1089 CR 281 CITY & ZIP: Fashion 78115

PHONE: 830 543 8966

PARENT(S): Danielle Borden "Kim"

CONTACT HOURS: ☒ M ☐ T ☒ W ☐ T ☒ F S.E. Personnel: M. Subtoch

DATE OF ANNUAL REVIEW: 9/8/2011 DATE OF FIE: 4-14-2010

The totality of my time (100%) has been spent working for students who are identified to have special education needs or are thought to have special education needs.

CO-OP PERSONNEL: K. H.

Type of ARD: Annual-Initial, Local REED ☒ Y ☐ N Evaluation Notice Sent ☒ Y ☐ N GSEC  
Consent for Evaluation Signed ☒ Y ☐ N 10/07

White - Co-op Data Entry

Yellow - Campus PEIMS

Pink - Co-op Medicaid

Campus  
File copy

Draft

ADMISSION, REVIEW AND DISMISSAL (ARD) / INDIVIDUALIZED  
EDUCATION PROGRAM (IEP) COMMITTEE MEETING

- ☐ Brief ARD Meeting to review/modify ARD dated: \_\_\_\_\_  
☒ Temporary/Transfer ARD Meeting.

Student Name: \_\_\_\_\_ Date: 9/8/2011  
DOB: 4/18/2000 ID#: \_\_\_\_\_ Grade: 7 Campus: Fall City Home School: 712  
Parent/Guardian Name: Danielle Borden Phone: 830-543-8964  
Address: 1089 CR 281, Fashing, TX 78115

Meeting Purpose

The purpose of this meeting is to Initiate or Change (check those that apply):

- ☒ Admission ☒ Annual Review ☐ Placement/Program ☐ Transition ☐ Vocational  
☐ Evaluation ☐ Graduation ☐ Dismissal ☐ Identification ☐ Accommodations  
☐ Plan ☐ Review  
☐ Discipline (may include Manifestation Determination) ☐ Extended School Year Services (ESY) ☐ Review State/Districtwide Assessments  
☐ 2nd ARD/IEP meeting following Temporary Placement ☐ Lack of expected progress ☐ Goals/Objectives ☐ Schedule  
☐ Information contained in this Revision was obtained from latest Revision ARD dated \_\_\_\_\_ or latest Initial/Annual dated \_\_\_\_\_  
☐ Other: \_\_\_\_\_

Parent/Guardian/Adult Student Participation

<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Home Language Survey indicates an LPAC report is needed. (If "Yes", an LPAC meeting must be completed before the ARD/IEP meeting may be held.) Home Language is: _____
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Temp. only	Student is currently identified as LEP. (If "Yes", an LPAC member must be present.)
<input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No	An interpreter is required in this meeting. If "Yes", an interpreter is present or parent has completed the Home Language Survey indicating the preference of English as the mode of communication. If interpreter present specify language/mode of communication: _____
	An <input type="checkbox"/> audiotape and/or <input type="checkbox"/> written copy of the ARD/IEP meeting proceedings will be provided to the parent/guardian/adult student in their home language.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	The parent was given the 'Procedural Safeguards' at the Annual ARD and will be provided upon request by the parent or as required.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	The parent/guardian/adult student is present to participate in the ARD/IEP committee meeting.
<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A	The parent/guardian/adult student will participate in the ARD/IEP committee meeting by telephone.
<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A	If not present, parent/guardian/adult student granted consent for this ARD/IEP meeting to be held without parent/guardian/adult student being in attendance. (Documented on Notice of ARD.)
	Date of ARD Notices to Parent: 1st _____, 2nd _____, 3rd _____
<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A	The parent/guardian/adult student waived the '5 school days' requirement for written notice of ARD/IEP committee meeting. (If "No", ARD/IEP meeting may not convene.)
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Student is currently identified or is being considered for AI/VI or DB. (If "Yes", a certified AI/VI member must be present.)
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Student is being considered for CTE courses. (If "Yes", a CTE Representative must be present.)
<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A	Surrogate/foster parent has been assigned to represent this student. (If "Yes" surrogate/foster parent must complete training within 90 calendar days.)
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> N/A	Student will receive Special Education services on a Temporary basis. Within 30 school days, from the date the student is verified as eligible, the ARD committee will reconvene to review any additional information received from the former district as well as any new evaluation performed in the interim. Complete verification below: Student's eligibility in former district was verified by: <input type="checkbox"/> Parent stated this student was in special education in: (district/state) _____ <input type="checkbox"/> Phone - staff member contacted: (name- position; number) _____ <input type="checkbox"/> Writing - documents received: _____ Description of services (instructional and related) provided in the former school, as described, by contact person: _____ State/district wide assessment decisions in previous district: _____ Temporary Instructional Arrangement: _____ <input type="checkbox"/> Transfer student 16 years and older - Transition services must be addressed.

Student Name: Julie Borden  
ARD 800

Date of Meeting: 9/8/2011  
Page 1 of 150

# REVIEW OF EVALUATION DATA & OTHER INFORMATION (check and date if applicable)

	Date		Date
<input type="checkbox"/> Information from the LPAC		<input checked="" type="checkbox"/> Speech/Language Evaluation	4/14/2010
<input checked="" type="checkbox"/> Information from school personnel	9/8/2011	<input checked="" type="checkbox"/> State Testing	Spring 2011
<input checked="" type="checkbox"/> Information from parents/student	9/8/2011	<input type="checkbox"/> Assistive Technology	
<input type="checkbox"/> Vision/Hearing/Medical		<input type="checkbox"/> Records from other schools	
<input checked="" type="checkbox"/> Full and Individual Evaluation	4/14/2010	<input type="checkbox"/> Transition Services Information	
<input checked="" type="checkbox"/> Psychological Evaluation	4/14/2010	<input type="checkbox"/> Functional vocational evaluation	
<input type="checkbox"/> Functional Behavioral Assessment/BIP	Nada 11/16/2011	<input type="checkbox"/> 4 Year Plan	
<input type="checkbox"/> Evaluation(s) for related services:			
<input type="checkbox"/> Information from other agencies or professionals:			
<input type="checkbox"/> Other:			

☒ Yes ☐ No \* Additional evaluation / reevaluation is needed. If yes, plan evaluation by completing the Review of Existing Evaluation Data.

☒ Yes ☐ N/A For Temporary services, should the Full and Individual Evaluation Summary Report not be received from the previous school within 20 days, or should further evaluation be required upon receipt, the Notice of Full and Individual Evaluation indicates the types of evaluations that may be administered.

☐ 3 year reevaluation is due prior to the next annual ARD, or

☐ special request for evaluation made by ARD/IEP committee. The ARD/IEP committee will plan the evaluation and complete the Review of Existing Evaluation Data.

Comments: \_\_\_\_\_

## DETERMINATION OF ELIGIBILITY FOR SPECIAL EDUCATION

If the statements below are checked "No", a child must not be determined to be a child with a disability.

☒ Yes ☐ No The student had appropriate instruction in reading, including the essential components of reading instruction: phonic awareness, phonics, vocabulary development, reading fluency, including oral reading skills, and reading comprehension strategies.

☒ Yes ☐ No The student had appropriate instruction in math.

☐ Yes ☐ No ☐ NA The student had appropriate instruction as a second language learner.

Based on the evaluation data reviewed, the committee has determined that the student:

☒ does not have a disability

☒ does have a disability as listed below: specific learning disability, speech impairment

PRIMARY	SECONDARY	TERTIARY
<input checked="" type="checkbox"/> (08) specific learning disability: area(s): <u>Reading Comprehension, Written Expression</u>	<input checked="" type="checkbox"/> (07) emotional disturbance	<input type="checkbox"/> (10) autism
<input checked="" type="checkbox"/> (09) speech impairment	<input type="checkbox"/> (06) mental retardation	<input type="checkbox"/> (04) visual impairment
<input type="checkbox"/> (01) orthopedic impairment	<input type="checkbox"/> (02) other health impaired	<input type="checkbox"/> (03) auditory impairment
<input type="checkbox"/> (MD) multiple disabilities	<input type="checkbox"/> (13) traumatic brain injury	<input type="checkbox"/> (05) deaf-blindness
		<input type="checkbox"/> (14) NCEC

Based on the evaluation data reviewed, the committee has determined that the student:

☒ does ☐ does not have an educational need for special education/related services.

The student ☒ does ☐ does not meet eligibility criteria for special education/related services.

Student Name: Julia Boudelon

ARD 800

Date of Meeting: 9/8/2011

Page 2 of 150

## REVIEW OF EXISTING EVALUATION DATA (REED)

Evaluation/Reevaluation Planning: ☒ Initial    ☐ Reevaluation    ☐ Request

### Current Disabilities

- |                                 |          |
|---------------------------------|----------|
| 1. <u>Speech Impairment</u>     | 4. _____ |
| 2. <u>Reading Comprehension</u> | 5. _____ |
| 3. <u>Written Expression</u>    | 6. _____ |

**Review of Existing Data:** The ARD Committee will review evaluations; information from parents; class, local and state assessment results; class observations by teachers and related service providers.

Data Source	Report/Evaluation Dates	Additional Assessment
Cognitive	<u>4/14/2010</u>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Speech/Language Communication	<u>4/14/2010</u>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Academic Achievement	<u>4/14/2010</u>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Health	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No
Vision/Hearing	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No
Social	<u>4/14/2010</u>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Emotional/Behavioral	<u>4/14/2010</u>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Fine/Gross Motor	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No
Assistive Technology	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No
Other:	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No

## REVIEW OF EXISTING EVALUATION DATA (REED)

Based on the review of existing data:

☐ Additional data is needed to determine:

- ☐ Whether the student is/continues to be a student with a disability
- ☒ Educational needs of the student
- ☒ Present levels of academic achievement and/or developmental needs
- ☐ Whether the student needs/continues to need special education
- ☒ Whether additions/modification to special education are needed to enable the student to achieve the goals in the IEP and participate as appropriate in the general curriculum.

The following assessments are needed (list areas of assessments needed and any other information useful in planning and implementing assessments):

*A functional and behavioral assessment, i.e. 2 week intense observation/analysis period. See attached docs.*

Additional Comments:

*These will be completed before Nov. 18, 2011, ARD committee will reconvene to evaluate incoming IEP to determine if appropriate or if adjustments needed.*

☐ The ARD Committee has determined that no additional data is needed to determine if the student continues to be a student with a disability and to determine appropriate educational services. This determination is based on the review of existing data and the new reevaluation date is: \_\_\_\_\_. (If review of existing data occurred at ARD Committee meeting, ARD meeting date becomes evaluation date.)

☐ The parent/adult student has been notified of the reasons why no additional data is needed to determine if the child continues to be a child with a disability and that he/she may request an evaluation, despite this determination by the ARD Committee, to determine if the child continues to be a child with a disability. Method of notification:

☐ Discussion during ARD deliberations with parent/adult student present

☐ Copy of ARD report to be given to parent/adult student

Student Name: Julie Bordelon

ARD 800

Date of Meeting: 9/8/2011

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## TRANSITION

- ☒ Transition Planning is not needed at this time
- ☐ Transition Planning is needed; ☐ parent request at ARD or ☐ age appropriate
- ☐ During the 8th grade annual ARD and each subsequent annual ARD, include ARD/IEP Supplement: Graduation
- ☐ The student's interests and preferences were discussed regarding exit from school and needed transition services. The student's participation and progress in the general curriculum was considered and a 4 year graduation plan was developed.
- ☐ General academic courses that lead to Post Secondary College/ Junior College (may include advanced placement)
- ☐ General academic courses with modifications/Career & Technology courses that lead to Junior College or trade/technical training
- ☐ Community based vocational education life skills that lead to job readiness/employment
- ☐ Activities for daily living /functional life skills/ total communication
- ☐ The interagency release form was ☐ provided and on file; ☐ signed and on file; ☐ parent/adult student rejected release
- ☐ (Beginning at age 16 years): Information for the student's Transition Services must be addressed.
- ☐ Yes ☒ N/A Beginning at age 17, the student has been informed that, all rights granted to a parent, other than the right to receive any notice, will transfer to the student when the student reaches the age of 18, unless some individual has been granted a guardianship of the student.
- ☐ The student is 18 years of age and the rights under the Individual with Disabilities Education Act have transferred to the student. The parent retains the right to receive any notice required by the Individuals with Disabilities Education Act.
- ☐ The adult student has been notified of the transfer of rights and provided information regarding a person to contact to obtain additional information. Method: \_\_\_\_\_
- ☐ The parent has been notified of the transfer of rights and that the parent retains the right to receive any notice required by the Individual with Disabilities Education Act. The parent has been provided information regarding a person to contact to obtain additional information. Method: \_\_\_\_\_

Person to contact for additional information: \_\_\_\_\_ Position: \_\_\_\_\_ Telephone: \_\_\_\_\_

## ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

For this student to be involved and progress in the general curriculum, or for preschool students to participate in appropriate activities, the following levels of performance strengths and challenges were considered:

- ☐ The Annual ARD Committee reviewed achievement on each previous year's short-term goals/objectives (See attached updated goals and objectives)
- ☐ The ARD Committee reviewed current present levels of performance indicated below.

Language needs for second language learners as related to the student's IEP:

- ☒ Student is not eligible for Bilingual or ESL instruction
- ☐ Student is receiving ESL instruction
- ☐ Student is receiving Bilingual instruction
- ☐ Student is eligible for Bilingual or ESL instruction but is non-participating

Communication needs of the student:

- ☐ Student's communication abilities are adequate on a functional level
- ☒ Student has a **SPEECH IMPAIRMENT** and has the following communication needs: \_\_\_\_\_
- ☐ Student has an **AUDITORY IMPAIRMENT** (See attached Auditory Impairment Supplement)
- ☒ Student's mode of communication is: ☐ Oral Speech ☐ Other: \_\_\_\_\_
- ☐ Student has communication needs that are addressed through IEP goals and objectives, modifications, related services and /or supplementary aides and services.

Physical as it affects participation in instructional settings and physical education:

- ☒ Adequate for school related tasks
- ☐ Accommodations required for written work
- ☐ Physical impairment, cannot participate without accommodations
- ☐ Some physical impairment, but can participate without accommodations
- ☐ Gross motor delays requiring accommodations in P.E. curriculum
- ☐ Normal vision ☐ with glasses
- ☐ Normal hearing
- ☐ Good general health ☐ Yes ☐ No Student may receive instruction in regular PE with no modifications. If No, see IEP for services.
- ☐ Dietary restrictions
- ☐ Medically Fragile (nurse must be in ARD)
- ☐ Medication for: \_\_\_\_\_

Behavioral as it affects educational placement, programming:

- ☐ Interacts appropriately with peers
- ☒ Exhibits oppositional behavior
- ☐ Adjusts easily to new situations
- ☒ Exhibits verbal aggression
- ☐ Other: \_\_\_\_\_
- ☐ Interacts appropriately with adults
- ☐ Maintains attention to task
- ☒ Has difficulty working independently
- ☐ Exhibits physical aggression
- ☐ Respects authority
- ☒ Has good attendance
- ☐ Is cooperative

The student can follow the Student Code of Conduct.

☐ Yes ☐ No

The student's behavior impedes learning of student or others.

☒ Yes ☐ No

\*If yes, consider ARD/IEP Supplement: **Functional Behavioral Assessment (FBA)/Behavior Intervention Plan (BIP)**.

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**Academic/Developmental**

Content areas in which the student's disability significantly interferes with his/her ability to meet regular academics (check)

- |  |   |  |  |
|--|---|--|--|
| <input checked="" type="checkbox"/> Language/Communication | <input checked="" type="checkbox"/> Language Arts | <input checked="" type="checkbox"/> Math | <input type="checkbox"/> Non-academic Elective |
| <input type="checkbox"/> Self Help Skills                  | <input type="checkbox"/> Science                  | <input type="checkbox"/> Social Studies  | <input type="checkbox"/> Other: _____          |
| <input type="checkbox"/> Motor Skills                      | <input type="checkbox"/> Physical Education       | <input type="checkbox"/> Vocational      | <input type="checkbox"/> Other: _____          |

**Academic Achievement** including results of the student's performance in the classroom and on any state or district-wide assessment programs. (grade or age levels alone are not acceptable)

		Source
Oral Reading:	fluent reading. Pauses appropriately when reading a passage.	
Reading Comprehension:	Can answer factual questions about selection read	
Written Language:	Can sequence events.	
Mathematics:	Poor handwriting skills, Can formulate composition with various paragraphs.	
Listening Comprehension: (observations)	Multiplication & division facts. Can add & subtract decimals. Can add & subtract fractions w/like denominators. Can answer simple questions when read to. Denominator pay attention when read to.	

**Functional Performance** including results of the student's performance in the classroom and on any state or district-wide assessment programs. (grade or age levels alone are not acceptable)

		Source
Fine Motor		
Gross Motor		
Language	ELA grades lowest half of class.	Did NOT PASS
Social /Emotional	Easily & quickly becomes aggressive. Goal to learn proper responses to others.	Psychologist EVAL
Self-Care		
Knowledge / Comprehension		

**Prevocational / Vocational**☐ Not Applicable: Not participating in career and technology education or under 13 years of age

- |  |  |   |   |
|--|--|---|---|
| <input type="checkbox"/> Works independently                   | <input type="checkbox"/> Respects authority                        | <input type="checkbox"/> Follows oral directions        | <input checked="" type="checkbox"/> Has good attendance |
| <input type="checkbox"/> Understands money concepts            | <input type="checkbox"/> Accepts criticism                         | <input type="checkbox"/> Practices punctuality          | <input type="checkbox"/> Works well with others         |
| <input checked="" type="checkbox"/> Follows written directions | <input type="checkbox"/> Follows directions with physical guidance | <input type="checkbox"/> Displays good health & hygiene |   |
| <input type="checkbox"/> Other competencies: _____             |  |   |   |

Review of student's present levels of performance identify needs that are addressed through goals and objectives and instructional accommodations.

**ASSISTIVE TECHNOLOGY**

The ARD/IEP committee has considered the Assistive Technology needs of this student in the areas of communication, academics, and physical status. Based on the reviewed competencies, student progress, and the review of the evaluation data including the nature and severity of the disability:

- ☒ Assistive Technology is not recommended for this student at this time.
- ☐ Assistive Technology recommendations can be found within the current goals and objectives, instructional accommodations, supports, supplemental aids and services, or a behavior plan, and evaluation reports.
- ☐ More information is needed by the ARD/IEP committee to determine assistive technology recommendations; therefore, an Assistive Technology evaluation is recommended (see page 2 of the ARD/IEP for the evaluation plan).

Student Name: Julie BordelonDate of Meeting: 4/8/2011

ID#: NB2000047 Start date: 8/30/2011 <sup>2011 PAS</sup> Annual Goals and Short-Term Instructional Objectives  
 Enrolled Grade: 07 End date: 9/28/2012 For Individualized Education Program (IEP)  
 WITH REPORTING PERIOD UPDATES

☒ Draft: 9/8/2011  
☐ Accepted by ARD Committee: \_\_\_\_\_

Schedule for Evaluation ☐ every six weeks ☐ other \_\_\_\_\_. Progress toward mastery of each annual goal will be measured based on Evaluation Procedure Codes.

Parent will be informed of progress on the IEP by receipt of report card/progress report on the schedule for evaluation listed above.

☐ Instructional Services: \_\_\_\_\_ ☐ Related Services (Specify): \_\_\_\_\_ Responsible Implementor(s) (title only): \_\_\_\_\_  
☐ Subject Area: \_\_\_\_\_

Measurable Annual Goals: Julie will complete the Number, Operation, and Quantitative Reasoning goal at 80%.  
Mastery Level

Short Term Objectives The student will:	Indicate Level of Mastery Criteria	Evaluation Procedure Codes (A)	Evaluation Codes (B) see below for student progress						Date Regression? y/n
			Date:	Progress (y/n)	Date:	Progress (y/n)	Date:	Progress (y/n)	
			Code	Progress (y/n)	Code	Progress (y/n)	Code	Progress (y/n)	
use + & = to solve problems involving whole numbers and decimals (5.1) (G)	80	A, G, B, D, F					C	M	M
use division to solve problems involving whole numbers (No more than 2 digit divisor and 3 digit dividends) without technology (5.1) (E)	80	A, C, B, D, F					C	M	M
use models to relate decimals to fractions that name tenths, hundredths, and thousandths (5.1) (G)	80	A, C, B, D, F					C	M	M
use multiplication to solve problems involving whole numbers (no more than three digits times 2 digits w/out technology); (5.1) (F)	80	A, B, C, D, F					C	M	M
use place value to read, write, compare, and order decimals through the thousandths place. (5.1) (G)	80	A, C, B, D, F					C	M	M
use place value to read, write, compare, and order whole numbers through the billions place. (5.1) (B)	80	A, B, C, D, F					C	M	M

(A) Evaluation Procedure Codes

A. Teacher-made Tests B. Observations C. Weekly Tests D. Unit Tests  
 E. Student Conferences F. Work Samples G. Portfolios H. Other: \_\_\_\_\_

(B) Evaluation Codes

1. Mastered 2. Continued-satisfactory progress  
 3. Continued-minimal progress 4. Not yet introduced 5. Discontinue

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**INSTRUCTIONAL ACCOMMODATIONS/SUPPORTS**  
**SUPPLEMENTARY AIDS AND SERVICES DETERMINED BY ARD COMMITTEE**

- ☒ The ARD committee has determined that the following accommodations / supports are necessary to assure success in regular, remedial and supportive programs including accommodations needed for participation in extracurricular and other non-academic activities. These accommodations are to assist the child in advancing appropriately toward attaining annual goals and to enable the student's involvement in the general curriculum. Unless otherwise noted, the accommodations and supports outlined on this page will begin on the date indicated on the Schedule of Services of this ARD/TEP committee report.
- ☐ No accommodations needed/not applicable at this time.

Note: A teacher may make minor instructional and behavioral accommodations without an ARD committee meeting if such accommodations are helpful and consistent with the ARD committee's established goals and objectives. The teacher may not amend grading criteria without concurrence of the ARD committee. The student will have access to the same accommodations that are used on a consistent basis as any other student in the general education classroom.

**ACCOMMODATIONS / SUPPORTS:**

Teachers are required to accommodate the educational program as determined by the ARD committee.  
Items below are determined necessary: (list classes the accommodations will be provided)

- ☐ Written content presented orally \_\_\_\_\_ ☒ Read math questions
- ☐ Provide additional time \_\_\_\_\_ ☐ Calculator for math computation
- ☒ Allow oral response \_\_\_\_\_ ☐ Administer in small group \_\_\_\_\_
- ☒ Assignment notebook    Checked by: ☐ Special Educator ☒ General Educator
- ☒ Other: Behavior Contract
- ☐ Special projects in lieu of \_\_\_\_\_
- ☐ Individualized grading based on student's Present Levels of Educational Performance (describe):\*
- ☐ Other: \_\_\_\_\_

**SUPPLEMENTARY AIDS AND SERVICES**

- ☒ Student may leave classroom for content mastery center/resource center.
- ☐ Consultation provided to educational staff.
- ☐ Training/Assistance provided/arranged by local staff;
- ☐ Academic expectations ☒ Behavioral expectations via Behavior Contract
- ☒ Information on disability ☐ Demonstrate instructional techniques
- ☒ In-home/parent training ☐ Co-teaching
- ☐ Assistive Technology:
- ☐ Equipment in educational settings: \_\_\_\_\_
- ☐ Physical adaptations to classroom materials or equipment: \_\_\_\_\_
- ☐ Other: \_\_\_\_\_

**INTENSIVE PROGRAM OF INSTRUCTION:**

- ☐ Yes ☐ N/A    Based on review of the previous State/District-wide Assessment information, \_\_\_\_\_ :
- ☐ Performed satisfactorily;
- ☐ Performed unsatisfactorily. If unsatisfactory performance, the committee determines the following will be provided:
- ☐ general education campus remedial program as provided to all students;
- ☐ development of goals and objectives to provide remediation;
- ☐ other: \_\_\_\_\_

\* The asterisked item may constitute a content modification. The ARD committee should determine and indicate on the schedule page any content area(s) being modified and include goals and objectives.

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# **PARTICIPATION IN STATE / DISTRICT-WIDE ASSESSMENTS**

TEKS - Student needs modified/reduced number of Texas Essential Knowledge and Skills objectives. ☐ Yes ☒ No  
 The ARD will make State/District-Wide assessment decisions for all required State/District-Wide assessments in the enrolled grade: \_\_\_\_\_  
 Does the student meet all five criteria for TAKS-Alt? ☐ Yes ☐ No

ASSESSMENTS	
<b>Reading (gr. 3-9)</b>	Met previous year's minimum passing standard (see CSR): <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A Note: _____ Accommodations: _____ Justification: _____
<b>ELA: Reading (gr. 10 and Exit Level)</b>	Met previous year's minimum passing standard (see CSR): <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A Note: _____ Accommodations: _____ Justification: _____
<b>ELA: Writing (gr. 10 and Exit Level)</b>	Met previous year's minimum passing standard (see CSR): <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A Note: _____ Accommodations: _____ Justification: _____
<b>Writing (gr. 4 and 7)</b>	Met previous year's minimum passing standard (see CSR): <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A Note: _____ Accommodations: _____ Justification: _____
<b>Math (gr. 3 - Exit Level)</b>	Met previous year's minimum passing standard (see CSR): <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A Note: _____ Accommodations: <u>ORAL Administration</u> Justification: <u>ARD Committee Decision - She focuses.</u> Oral Admin: <input type="checkbox"/> Level 1 - words <input type="checkbox"/> Level 2 - sentences <input checked="" type="checkbox"/> Level 3 - entire tests
<b>Social Studies (gr. 8, 10, &amp; Exit Level)</b>	Met previous year's minimum passing standard (see CSR): <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A Note: _____ Accommodations: _____ Justification: _____ Oral Admin: <input type="checkbox"/> Level 1 - words <input type="checkbox"/> Level 2 - sentences <input type="checkbox"/> Level 3 - entire tests
<b>Science (gr. 5, 8, 10, and Exit Level)</b>	Met previous year's minimum passing standard (see CSR): <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A Note: _____ Accommodations: _____ Justification: _____ Oral Admin: <input type="checkbox"/> Level 1 - words <input type="checkbox"/> Level 2 - sentences <input type="checkbox"/> Level 3 - entire tests

Notes for TAKS decisions:

## **ACCOMMODATIONS**

All accommodations must be used in a manner described in TEA guidelines. See TEA Reference Manual: *ARD Committee Decision Making Process for the Texas Assessment Program* for additional information, including non allowable accommodations and requesting permission to use accommodations not specifically listed.

### **Allowable Accommodations Key:**

#### **Presentation:**

- A. Large Print
- B. Braille
- C. Magnifying of Low-Vision Devices
- D. Colored Overlays
- DD. Photocopy of test
- E. Place Markers
- F. Reading Test Aloud to Self
- G. Oral Administration
- GG. Reading Aloud Test Questions for TAKS-M Reading
- H. Dyslexia Bundled (3 - 8 reading - not TAKS-M)

#### HH. Sign/Translate Directions

- I. Amplification Devices
- J. Manipulating Test Materials

#### **Response:**

- K. Other Methods of Response
- M. Spelling Assistance (TAKS-accommodated, TAKS-M)
- N. Calculation Devices (TAKS-accommodated, TAKS-M)
- O. Supplemental Aids (TAKS-accommodated, TAKS-M)
- P. Manipulatives (TAKS-accommodated, TAKS-M)
- Q. Blank Graphic Organizers (TAKS-accommodated, TAKS-M)

#### **Setting:**

- R. Minimizing Distractions
- ☒ R1. Individual Administration
- R2. Small Group Administration

#### **Timing or Scheduling:**

- S. Extended Time - testing over two days
- ☒ T. Multiple or Frequent Breaks
- ☒ U. Visual, Verbal, or Tactile Reminders to Stay on Task

V. Other Accommodations (TEA request): \_\_\_\_\_

Clarifications of accommodations (if needed): \_\_\_\_\_

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## CONSIDERATION OF LEAST RESTRICTIVE ENVIRONMENT

### Service Alternatives:

Identify the general and special education alternatives and supplementary aids and services **Provided or Considered**.

Place key letters (P or C) in space next to all that apply:

<input checked="" type="checkbox"/> General Education classroom	<input type="checkbox"/> Alternative Education Program (A.E.P)
<input checked="" type="checkbox"/> Accommodations in general education and/or curriculum, instruction, testing procedures, and/or physical arrangements (inc. Voc. Ed. & nontraditional programs)	<input checked="" type="checkbox"/> Resource services (includes content mastery)
<input type="checkbox"/> Special Education supplementary aids and services	<input type="checkbox"/> Non-public day school placement
<input type="checkbox"/> Assistive technology (e.g., communication device, adapted chairs/tables)	<input type="checkbox"/> Self-contained classroom
<input type="checkbox"/> Bilingual classes	<input type="checkbox"/> Title I Part A/Accelerated Instruction
<input type="checkbox"/> Occupational Therapy	<input checked="" type="checkbox"/> Tutorials/academic remediation
<input type="checkbox"/> Physical Therapy	<input checked="" type="checkbox"/> Residential placement
<input type="checkbox"/> Pre-K program	<input checked="" type="checkbox"/> Speech Therapy
<input type="checkbox"/> VAC/Transition services	<input type="checkbox"/> English as a Second Language
<input type="checkbox"/> Adapted Physical Education	<input type="checkbox"/> Vision
	<input checked="" type="checkbox"/> Counseling
	Other: _____
	Other: _____

### Results of efforts:

- ☐ Current services are successful.
- OR**
- ☐ Previous services have been unsuccessful. The justification for changes and service delivery recommendations are as follows:
- ☐ Requires increased structure and accommodations to ensure successful mastery of TEKS in general education.
  - ☐ Requires the following specialized curriculum/instructional method to have an opportunity for success:
    - ☐ non-academic
    - ☐ change of TEKS
    - ☐ specialized vocational
    - ☐ specialized services
  - ☒ Behavior factors require ARD-adopted individualized management program by specially trained personnel.
  - ☐ Requires highly structured, small-group setting.
  - ☐ Other: \_\_\_\_\_

### Involvement and progress in the general curriculum:

Based on the review of the student's assessment data and current levels of educational performance and IEP goals:

- ☐ Student does need instructional accommodations and/or supplemental aids/services (document on Accommodation Checklist and goals and objectives)
- AND / OR**
- ☐ Student does need content modifications (refer to goals and objectives)

### Service Delivery in the Least Restrictive Environment:

Based on the review of the student's assessment data and current levels of educational performance and IEP goals:

- ☒ all services can be provided in the general education classroom. Complete the remainder of this page and then go to schedule of services. *Resource room for testing, if needed.*
- OR**
- ☐ the student will receive part or all instruction and services in special education instructional setting. If selected, address the remainder of the page.

### Coordination Between General Education and Special Education:

Person(s) responsible for monitoring student's performance in general education:

- ☒ general education teacher
- ☐ special education teacher
- ☐ other: \_\_\_\_\_

Methods for coordination between general and special education:

- ☐ assignment of grades
- ☐ consultation
- ☒ general education teachers will notify special education teacher of the student's failure to meet mastery level for passing standards for each six-weeks period
- ☐ other: \_\_\_\_\_

Frequency of coordination/evaluation of progress for participation in extracurricular activities:

- ☐ Weekly;
- ☐ 3 weeks;
- ☐ 6 weeks;
- ☐ other: \_\_\_\_\_

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## Committee Justification for Removal from General Education

Evidence that removal of the student from the general education class/campus occurs only when the nature and severity of the disability is such that education in the general education class/campus even with the use of supplementary aids and services cannot be achieved satisfactorily is based on the following:

### Removal From General Education Classroom:

- ☒ Not applicable
- ☒ Placement in the general education classroom prohibits the student from achieving the goals and objectives contained in the IEP, even though supplementary aids and services are used. *Resource room for testing & extra help.*
- ☐ The accommodations required for the student to achieve the goals and objectives in the IEP cannot be implemented in the general education classroom without eliminating essential components of the regular curriculum/activity.
- ☐ Implementing the student's behavior intervention plan means that other students would not benefit satisfactorily from academic instruction or nonacademic activities.
- ☒ Speech Impairment requires services of specially trained speech/language personnel.
- ☐ Other: \_\_\_\_\_

### Removal From General Education Campus:

- ☒ Not applicable
- ☐ The student's medical condition(s) related to the disability is (are) so severe that the student cannot be accommodated on campus with students without disabilities. If selected, describe the medical condition: \_\_\_\_\_
- ☐ The student's medical/psychiatric condition(s) is such that the student cannot be accommodated on campus with students without disabilities. If selected, describe the medical/psychiatric condition: \_\_\_\_\_
- ☐ The student had a previously unsuccessful placement on a general education campus.
- ☐ The student's behavior is so dangerous or disruptive that it cannot be controlled without intense supervision and a closed environment.
- ☐ Other: \_\_\_\_\_

Note: If appropriate, complete ARD/IEP supplement: *Out-of-District Placement Verification* (ARD Supp-OD) or *Referral to a Regional Day School Program for the Deaf* (ARD Supp-RDSPD)

### Opportunity to Participate:

In removing this student from the general education classroom/campus, will the student have the opportunity to participate with students without disabilities in all nonacademic and extracurricular activities to the maximum extent appropriate? ☒ Yes ☐ No

If No, describe the nonacademic and extracurricular activities in which the student will not have an opportunity to participate:

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Meals                   | <input type="checkbox"/> Yearbook/newspaper  | <input type="checkbox"/> General education routines (homeroom assignments, lockers, study hall, class changes, social) |
| <input type="checkbox"/> Field trips             | <input type="checkbox"/> Recess periods      | <input type="checkbox"/> Student council   |
| <input type="checkbox"/> Fund raising activities | <input type="checkbox"/> Choral group/debate | <input type="checkbox"/> Other: _____  |
| <input type="checkbox"/> Sports/cheerleading     | <input type="checkbox"/> Band                |  |
| <input type="checkbox"/> Graduation exercises    | <input type="checkbox"/> Other: _____        |  |

If any of the above items are checked, explain why this student is unable to participate: \_\_\_\_\_

### Consideration of Potential Harmful Effects:

In removing this student from the general education classroom/campus, what are the potential harmful effects on the student and on the quality of services which the student needs?

(check all that were discussed)

No Harmful Effects Are Anticipated:

- |   |                          |
|---|--------------------------|
| <input type="checkbox"/> Lack of opportunity for appropriate role model                                       | <input type="checkbox"/> |
| <input type="checkbox"/> Stigmatization   | <input type="checkbox"/> |
| <input type="checkbox"/> Isolation from peers   | <input type="checkbox"/> |
| <input checked="" type="checkbox"/> Diminished access to full range of curriculum                             | <input type="checkbox"/> |
| <input type="checkbox"/> Decreased student self-esteem  | <input type="checkbox"/> |
| <input type="checkbox"/> Decreased access to the instructional opportunities available in integrated settings | <input type="checkbox"/> |
| <input type="checkbox"/> Other: _____   | <input type="checkbox"/> |

### Consideration of Potential Benefits:

In removing this student from the general education classroom/campus, what are the potential benefits to the student and on the quality of services which the student needs? *During testing, other students will not distract Julie if she is in the resource room with Special Ed aid.*

☒ Yes ☐ No The student is being educated with non-disabled students to the maximum extent appropriate for the student.

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# SCHEDULE OF SERVICES TO BE PROVIDED

*Draft*

Special Education Instruction		Modified TEKS Instruction <sup>1</sup>		Minutes	Frequency	Progress/Grade determined by:  Legend: G= General Ed. S= Special Ed. J= If Joint	Location of Service Delivery	
Duration of Services: Start: <u>9/8/2011</u> (MMDDYY) End: <u>9/28/2012</u> (MMDDYY)		Yes	No				Report Card <sup>2</sup> and/or Progress Report <sup>3</sup>	General Education
Special Education Instructional Area / Support								
Science		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	50	daily	G	<input checked="" type="checkbox"/>	<input type="checkbox"/>
History		<input type="checkbox"/>	<input checked="" type="checkbox"/>	50		G	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Reading		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	45		G	<input checked="" type="checkbox"/>	<input type="checkbox"/>
English		<input type="checkbox"/>	<input checked="" type="checkbox"/>	45		G	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Math		<input checked="" type="checkbox"/>	<input type="checkbox"/>	45		S	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pe		<input type="checkbox"/>	<input checked="" type="checkbox"/>	45		G	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Study Skills		<input type="checkbox"/>	<input checked="" type="checkbox"/>	45		G	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Band		<input type="checkbox"/>	<input checked="" type="checkbox"/>	45		G	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Speech / Psychological Counseling		<input checked="" type="checkbox"/>	<input type="checkbox"/>	40	3 weeks	S	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Related Services		Minutes	Frequency	Location	
Duration of Services: Start: <u>9/8/2012</u> (MMDDYY) End: <u>9/28/2012</u> (MMDDYY)				General Ed.	Special Ed.
Speech Therapy		40	wkly 3 times	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Psychological Counseling		40	1 week	<input type="checkbox"/>	<input checked="" type="checkbox"/>
				<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>	<input type="checkbox"/>

Supplementary Aids and Services		Minutes	Frequency	Location		
Duration of Services: Start: _____ (MMDDYY) End: _____ (MMDDYY)				General Ed.	Special Ed.	In-Home
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<sup>1</sup> The student is expected to master all of the TEKS objectives at his/her grade level unless otherwise noted in the IEP goals and objectives.

<sup>2</sup> A grade of 70 or better on a report card indicates that he/she is making enough progress to achieve the IEP goals and objectives by the end of the year.

<sup>3</sup> With any report other than the report card, a statement will be included to indicate whether the student is making enough progress to enable him/her to achieve the IEP goals and objectives by the end of the year.

Student Name: Julie Borden

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# **SCHEDULE OF SERVICES TO BE PROVIDED**

- ☐ Check if second schedule is needed.  
☐ Check if this schedule of services is an alternate schedule for VAC students.

Special Education Instruction		Modified TEKS Instruction <sup>1</sup>	Special Education		Progress/Grade determined by:	Location of Service Delivery	
Duration of Services:			Minutes	Frequency	Legend:	Location	
Start:	End:				Report Card <sup>2</sup> and/or Progress Report <sup>3</sup>	General Education	Special Education
(MMDDYY)		Yes	No				
Special Education Instructional Area / Support							
Mathematics		<input type="checkbox"/>	<input checked="" type="checkbox"/>	45	daily	G	<input checked="" type="checkbox"/> <input type="checkbox"/>
Speech		<input type="checkbox"/>	<input checked="" type="checkbox"/>	40	1 day/week 3 weeks	N/A	<input type="checkbox"/> <input checked="" type="checkbox"/>
Psychological Counseling		<input type="checkbox"/>	<input checked="" type="checkbox"/>	40	1 day/month	N/A	<input type="checkbox"/> <input checked="" type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/> <input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/> <input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/> <input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/> <input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/> <input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/> <input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/> <input type="checkbox"/>

**TRANSPORTATION** The ARD/IEP committee determined the student ☐ is ☒ is not eligible for transportation to the designated campus.

## **ESY- Extended School Year**

Must be discussed annually.

Extended School Year Services recommended:

- ☐ Yes Based on data reviewed, the student is at risk for losing previously mastered critical skills when school is not in session and will have difficulty regaining those skills within a reasonable amount of time when school resumes. Documented evidence of regression is required. If Yes, complete ESY Supplement.
- ☒ No Based on data reviewed, the student is expected to recoup previously mastered skills within a reasonable time after school resumes.
- ☐ Not discussed at this meeting.

The ARD committee will convene and review the IEP should reports indicate a lack of expected progress toward meeting annual goals or in making progress in the general education curriculum.

The length of the school day will be commensurate with that of students who do not have disabilities.

☒ Yes ☐ No If no, please explain:

## **GRADUATION**

(to be addressed annually beginning at the 8th grade ARD) ARD Supplement - Graduation is attached.

- |                                     |  |  |   |
|-------------------------------------|--|--|---|
| <input type="checkbox"/> 8th grade  | <input type="checkbox"/> new plan attached | <input type="checkbox"/> revised plan attached | <input type="checkbox"/> no revision needed |
| <input type="checkbox"/> 9th grade  | <input type="checkbox"/> new plan attached | <input type="checkbox"/> revised plan attached | <input type="checkbox"/> no revision needed |
| <input type="checkbox"/> 10th grade | <input type="checkbox"/> new plan attached | <input type="checkbox"/> revised plan attached | <input type="checkbox"/> no revision needed |
| <input type="checkbox"/> 11th grade | <input type="checkbox"/> new plan attached | <input type="checkbox"/> revised plan attached | <input type="checkbox"/> no revision needed |
| <input type="checkbox"/> 12th grade | <input type="checkbox"/> new plan attached | <input type="checkbox"/> revised plan attached | <input type="checkbox"/> no revision needed |

## **DETERMINATION OF PLACEMENT**

The committee determined the amount of services will be in the Instructional Arrangement below as listed in the Student Attendance Accounting Book:

Total Hours in School per Week: 30 Special Education: 4.25 General Education: 25.75

2nd Schedule:

Total Hours in School per Week: Special Education: General Education:

<sup>1</sup> The student is expected to master all of the TEKS objectives at his/her grade level unless otherwise noted in the IEP goals and objectives.

<sup>2</sup> A grade of 70 or better on a report card indicates that he/she is making enough progress to achieve the IEP goals and objectives by the end of the year.

<sup>3</sup> With any report other than the report card, a statement will be included to indicate whether the student is making enough progress to enable him/her to achieve the IEP goals and objectives by the end of the year.

Student Name: Julie Bordon

Date of Meeting: 9/8/11

The student's home campus is: Falls City Junior High  
The committee determined that services will be provided at: Falls City Junior High (name of school campus).  
Code: N/A

- ☒ Yes ☐ No This is the campus the student would attend if not disabled. If NO, indicate the reason the student will not attend the student's home campus:
- ☐ Student requires specialized instruction
- ☐ Specialized equipment or resources, which would be fiscally unreasonable to duplicate
- ☐ Specially trained personnel for low incidence populations
- ☐ Other: \_\_\_\_\_
- ☐ Yes ☒ No Parent/student have chosen another campus through district policy, even though home campus is able to provide the appropriate program. The campus is: \_\_\_\_\_
- ☒ Yes ☐ No The ARD/IEP committee assures that the assigned campus is the campus nearest the student's home with an appropriate program and available classroom space for IEP implementation.  
The assigned campus is: Falls City Junior High
- ☐ Yes ☒ N/A Parents of students who meet eligibility criteria for visual or auditory impairments or deaf blindness have been given information, within the past year, about programs offered by the Texas School for the Blind and Visually Impaired or Texas School for the Deaf, including eligibility and admissions requirements and the rights of students related to admission.

Note: If appropriate, complete ARD/IEP supplement: *Out-of-District Placement Verification* (ARD Supp-OD) or *Referral to a Regional Day School Program for the Deaf* (ARD Supp-RDSPD)

## ASSURANCES

- The ARD committee assures that this student is being educated with students his/her age who do not have disabilities to the maximum extent appropriate to his/her overall educational needs (including academic and developmental areas such as language and socialization).
- The ARD committee assures that these deliberations are designed to meet those needs that result from the child's disability in order to enable the child to be involved in and progress in the general curriculum and to meet each of the child's other educational needs that result from the child's disability.
- The ARD committee assures that all instructional and related services specified in the IEP will be provided to the student at no cost. Fees normally charged to students without disabilities or their parents as part of the general education program may be charged (i.e., art or laboratory fees).
- The ARD committee assures that the placement is not based on deficiencies identified as directly attributable to a different culture, lifestyle, or lack of educational opportunities.

## COMMITTEE MINUTES

Minutes should summarize deliberations made during the course of the ARD meeting. Minutes are not intended to be a script of all conversations/specific comments made during the ARD/IEP process.

The ARD Committee met today to discuss Julie's initial IEP. Her mother was in attendance. Procedural safeguards were given and taken by Julie's mother. The speech therapist provided information to the committee in her absence.

The purpose of today's meeting is to discuss the programming prescribed in Julie's old school, set time lines for local functional analysis, adopt initial plans from previous school. Julie has no lag in services. All members of the local committee have carefully considered the incoming information and note Julie has an "E.D." Medical diagnosis in addition to reading comprehension, & a speech impairment.

It is recommended existing plans continue, unless the functional analysis or some other event indicates a need for an IEP adjustment. These records will be accumulated, analyzed and reported with recommendations by Oct. 8, 2011.

Currently the only accommodation for testing is - to relocate to the resource room & school administration of both tests. Otherwise the general, least restrictive environment is appropriate to provide Julie appropriate public education (FAPE) for Julie.

Any behavior issues will be disciplined according to behavior contract, discipline policy, & principal's policy.

Student Name: Julie Borden

Date of Meeting: 9/8/11

## SIGNATURES OF COMMITTEE MEMBERS AND OTHER PARTICIPANTS:

Signature	Position	Agree	Disagree
<i>Jim Bordon</i>	* Parent/Adult Student	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>Chris Becker</i>	Administrator	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>Mary Brandy</i>	General Education Teacher	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>Molly Lubbock</i>	Special Education Teacher	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>Kimberly H. H. H. H.</i>	Evaluator	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Speech Pathologist	<input type="checkbox"/>	<input type="checkbox"/>
	Representative of CTE	<input type="checkbox"/>	<input type="checkbox"/>
	Interpreter, If Used	<input type="checkbox"/>	<input type="checkbox"/>
	Representative of LPAC	<input type="checkbox"/>	<input type="checkbox"/>
	AI / VI Representative	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>

\* My signature indicates that I was present at the ARD meeting, participated in the discussion, and understand what was discussed.

☒ The committee mutually agreed to implement the program reflected in these proceedings. Service will begin: \_\_\_\_\_

OR

☐ The members of this ARD committee have not reached mutual agreement. The school has offered and the parent has agreed to a recess of not more than 10 school days. During the recess the members shall consider alternatives, gather additional data, and/or obtain additional resource persons to enable them to reach mutual agreement. The committee will reconvene on:

\_\_\_\_\_ at \_\_\_\_\_  
DATE PLACE TIME

☐ This ARD meeting is reconvened and the parent/adult student continues to disagree with school district recommendations. Notice of Refusal to Provide Services and Procedural Safeguards will be provided to the parent/adult student.

☐ The parent/adult student has been offered the opportunity to reconvene the ARD meeting, however, they have declined. Notice of Refusal to Provide Services and Procedural Safeguards will be sent to the parent/adult student within five school days and will state the date the services will begin.

☐ A recess ARD does not apply because:

- ☐ (1) The student's presence on the campus presents a danger of physical harm to the student or others;
- ☐ (2) The student has committed an expellable offense;
- ☐ (3) The student has committed an offense which may lead to placement in an alternative education program (AEP)

☐ Information explaining why mutual agreement has not been reached is attached.

☐ Information delineating services for student during recess period is documented in the minutes of ARD Professional Report.

☐ A copy of the ARD/IEP Committee Report is provided to the parent/adult student in attendance.

☐ A copy of the ARD/IEP Committee Report is sent by the student or mailed to parent/adult student.

☐ Initial Placement will begin when Consent for Provision of Special Education and Related Services has been signed and received (attach).

<sup>1</sup>Include documentation concerning the reconvened ARD committee meeting.

Student Name: *Julie Bordon*

ARD 800

Date of Meeting: 9/8/11

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# MY CONTRACT

I Julie Bordelon agree to the following terms:

These are my goals:

1. To remain in my seat during testing and quietly take my tests without distracting my classmates.

Threshold: Complete my math chapter tests without incident

2. To keep my "cool" when I get frustrated

Threshold: To manage my temper when I am frustrated and make it through class without disrupting my classmates.

These are my rewards/reinforcers if I meet my goals:

- ① 1 Homework pass<sup>point</sup> for every disruption free day in each class.  
② 30 points = 1 free homework pass @ 50 points = 5 points to lowest grade  
③ 90 points = 20 free minutes on pinball wizard or educational game of choice.

These are my consequences if I do not meet my goals:

Minor disruption and/or failure to turn in assigned work lose 1 behavior point.  
3<sup>rd</sup> of these = Offensiveness.

Major disruption - 3 days ISS - 1<sup>st</sup> Occurrence - Manifest Hearing  
2<sup>nd</sup> - 5 days ISS - Manifest Hearing.

Violent disruption  
& or 3<sup>rd</sup> Major 10 days DAEP - Manifest Hearing.

My contract will be reviewed on a weekly basis

Signatures

Student Julie Bordelon Date 9/8/11

Teacher Ana Ramirez Date 9/8/11

Parent Kim Bordelon Date 9/8/11

Parent \_\_\_\_\_ Date \_\_\_\_\_

# ARD/IEP SUPPLEMENT MANIFESTATION DETERMINATION

Name of Student: Julie Bordelon DOB: 4/18/2000  
 School: Falls City Junior High I.D.#: \_\_\_\_\_ Grade: 7

The manifestation determination must be conducted when a disciplinary removal is considered that constitutes a change of placement. A manifestation determination is also required within 10 days after a student is assigned to a disciplinary setting for a drug, weapon or serious bodily injury offense.

## I. Description of behavior subject to disciplinary action:

Classroom outburst screaming obscenities at teacher instruction halted; violence  
Julie removed from classroom by security officer. *completing*

☐ Drug ☐ Weapon ☐ Serious bodily injury ☐ Other: \_\_\_\_\_

## II. List disabilities discussed (including potential disabilities): ED, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

## III. Information considered in making the Manifestation Determination:

- ☒ current evaluation and diagnostic results ☒ observations of the student  
☒ the current IEP and placement ☒ information supplied by parents  
☒ the current FBA and BIP  
☒ other relevant information:

Information supplied by several teachers and Julie's classmates

## IV. Based on this review, the ARD Committee has made the following determinations:

	YES	NO
1. Was the conduct in question the direct result of the local educational agency's failure to implement the IEP? (If YES, then the behavior is considered to be a manifestation of the student's disability.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Was the conduct in question caused by, or have a direct and substantial relationship to, the child's disability? (If YES, then the behavior is considered to be a manifestation of the student's disability.)	<input type="checkbox"/>	<input type="checkbox"/>

☒ The behavior is considered to be a manifestation of the student's disability. A disciplinary removal that constitutes a change of placement may not be made based on behavior determined to be a manifestation of a student's disability, except, where the offense involves illegal drugs, a weapon and/or serious bodily injury. School personnel may place the student in an alternative education placement (AEP) for up to 45 school days regardless of the outcome of the manifestation determination. FAPE (Free Appropriate Public Education) must be provided in the AEP following removal from the current placement for more than 10 school days in a school year.

☐ The behavior is NOT a manifestation of the student's disability. The relevant disciplinary procedures applicable to students without disabilities may be applied in the same manner in which they would be applied to students without disabilities. FAPE (Free Appropriate Public Education) must be provided when the student's removal from the current placement is for more than 10 school days in a school year. The ARD will determine the extent to which services are necessary to enable appropriate progress in the general curriculum and appropriately advance toward achievement of goals set out in the student's IEP.

## IV. Based on this review, the ARD Committee recommends:

- ☒ previous IEP goals and objectives continue to be appropriate.  
☐ write or revise IEP goals and objectives.  
☐ write or revise FBA/BIP (Functional Behavioral Assessment / Behavior Intervention Plan).  
☐ removal to AEP. The removal is: ☐ Mandatory ☐ Discretionary Code: \_\_\_\_\_  
☒ other:

ISS for 3 days Per FBA

Student Name: Julie Bordelon

MD-SUP Copy - Eligibility Folder; Teacher; Parent/Adult Student

Date of Meeting: 10/8/2011

Revised 6/03

Page 1 of 1

## ABC OBSERVATION FORM

[illegible]



# Classroom Scatterplot

Student \_\_\_\_\_ Teacher \_\_\_\_\_ Observer(s) \_\_\_\_\_  
 Activity \_\_\_\_\_ Date \_\_\_\_\_  
 No. of Students \_\_\_\_\_ Start Time \_\_\_\_\_ End Time \_\_\_\_\_ Total \_\_\_\_\_

Observation Interval: 10 sec\_\_15 sec\_\_20 sec\_\_ Time Sampling Procedure: 1. Continuous Recording: \_\_\_\_\_ 2. Non-Continuous Recording (every \_\_\_\_\_ min.): \_\_\_\_\_ 3. Other: \_\_\_\_\_

		Appropriate Responses										Inappropriate Responses							
		Acad Talk	Answer Ques	Ask Ques	Atten	Task Partic	Read Aloud	Read Silent	Write	Other Appro.	Total	Aggress/ Disruptive	Off Task	Out of Seat	Non Compliance	Talk Out	Other Inappro.	Total Inappropro.	Grand Total
Instructional Conditions	Paper—Pencil																		
	Listen-Lecture																		
	Teacher-Pupil Discussion																		
	Manipulatives																		
	Inst. Games																		
	Worksheets Workbook																		
	Readers																		
	Student-Student																		
	Media/Tech-Other																		
	Transition																		
	Other																		
	<b>Total</b>																		

Functional Assessment Scatterplot

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ School: \_\_\_\_\_

Date(s): \_\_\_\_\_ Observer(s): \_\_\_\_\_

Behavior(s) of concern: \_\_\_\_\_

Setting: \_\_\_\_\_

ACTIVITY	TIME	DAY OF THE WEEK					TOTAL
		Monday	Tuesday	Wednesday	Thursday	Friday	
Total							

## Functional Assessment Interview Form

Interviewer(s) \_\_\_\_\_ Date(s) \_\_\_\_\_

Student(s) \_\_\_\_\_

Respondent(s) \_\_\_\_\_ Title \_\_\_\_\_

1. Describe the behavior of concern. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. How often does the behavior occur? \_\_\_\_\_  
\_\_\_\_\_  
How long does it last? \_\_\_\_\_  
\_\_\_\_\_  
How intense is the behavior? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. What is happening when the behavior occurs? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. *When/where* is the behavior *most/least* likely to occur? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. With whom is the behavior *most/least* likely to occur? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. What conditions are most likely to precipitate ("set-off") the behavior? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. How can you tell the behavior is about to start? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. What usually happens after the behavior the behavior? Describe what happens according to adult(s), peers, and student responses. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

9. What is the likely function (intent) of the behavior; that is, why do you think the student behaves this way? What does the student get or avoid? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

10. What behavior(s) might serve the same function (see question 9) for the student that is appropriate within the social/environmental context? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

11. What other information might contribute to creating an effective intervention plan (e.g., under what conditions does the behavior not occur)? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

12. Who should be involved in planning and implementing the intervention plan? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## **APPENDIX D**

### **SAMPLE TEACHER AND STUDENT INTERVIEWS**

#### **Functional Interview with a Teacher**

Functional interviews should be structured so that they give the IEP team information regarding the behavior of concern and its social, affective, and/or environmental content. Here is an example of an interview conducted with Mandy's science teacher.

**Q: "In what settings and under what conditions do you observe the behavior?"**

A: "Group discussions, usually when discussing what students learned from the previous night's reading assignment."

**Q: "Are there any settings/situations in which the behavior does not occur?"**

A: "When Mandy is working alone or on small cooperative group projects."

**Q: "Who is present when the behavior occurs?"**

A: "The entire class and me."

**Q: "What activities or interactions take place just prior to the behavior?"**

A: "The class is asked to take out their notes on the reading assignment."

**Q: "What activities or interactions usually take place immediately following the behavior?"**

A: "The class looks at Mandy and smiles; actually, there are times I can't help laughing myself; she is funny. But, it takes us a long time to get back on track and often a significant amount of valuable instructional time is lost."

**Q: "Are there other behaviors that occur along with the problem behavior?"**

A: "None that I can think of."

**Q: "Can you think of any reasons why Mandy might behave this way?"**

A: "I think she really enjoys the attention. But, there are other, more appropriate ways for her to get attention; maybe I could begin with that thought."

**Q: "What would be a more acceptable way for the student to achieve the same outcome?"**

A: "I'm not sure. I could give it some thought. Maybe if she contributed to the discussion instead of getting us all off track, or if she could at least wait until we are finished to tell us what she finds funny about the subject."

## **Functional Interview with a Student**

In addition to interviews conducted with adults, interviews with students may be useful in identifying how they perceive the situation and what causes them to act (or react) in the way that they do. What follows is an example of a functional interview conducted with Mandy:

**Q: “Is there anything that is happening outside of school lately that bothers you?”**

A: “No.”

**Q: “Is there something new that is happening to you?”**

A: “Not really.... Well, we just got a new foster kid.”

**Q: “Does it bother you?”**

A: “No, I like playing with him and I get to feed him sometimes, too.”

**Q: “What was the lesson about that was being taught right before you made the comments that made your classroom laugh?”**

A: “I don’t know, something about rocks, I think.”

**Q: “What was your teacher doing?”**

A: “We were discussing our homework reading assignment.”

**Q: “Do you remember what were you thinking right before you made the comments?”**

A: “It was just so boring!”

**Q: “How do you feel about getting homework in science?”**

A: “Frustrated. The book is hard to read and so I get real confused.”

**Q: “Can you tell me what Mr. Smith was expecting of you during science class?”**

A: “He wants us to talk about the homework, answer questions...you know, that kind of stuff.”

**Q: “When you make the funny comments in class, what usually happens afterward?”**

A: “Everyone laughs and looks at me. Sometimes, even Mr. Smith cracks up.”

**Q: “How does that make you feel?”**

A: “Pretty good. I guess I like it when the other kids notice me. I don’t know....”

## APPENDIX E: PROBLEM BEHAVIOR QUESTIONNAIRE

### Respondent Information

Student Trish DOB 2/24/19— Grade 4<sup>th</sup> Sex: M ☐ F ☒ IEP: Y ☐ N ☒  
 Teacher Mr. Church School Tucker Creek Elementary  
 Telephone \_\_\_\_\_ Date 9/30

STUDENT BEHAVIOR: Please briefly describe the problem behavior(s)

**Disruptive and aggressive behavior on the playground.**

DIRECTIONS: Keeping in mind a typical episode of the problem behavior, circle the frequency at which each of the following statements are true.

	PERCENT OF THE TIME						
	Never	10%	25%	50%	75%	90%	Always
1. Does the problem behavior occur and persist when you make a request to perform a task?	0	<input checked="" type="radio"/> 1	2	3	4	5	6
2. When the problem behavior occurs do you redirect the student to get back to task or follow rules?	0	1	2	3	<input checked="" type="radio"/> 4	5	6
3. During a conflict with peers, if the student engages in the problem behavior do peers leave the student alone?	0	<input checked="" type="radio"/> 1	2	3	4	5	6
4. When the problem behavior occurs do peers verbally respond or laugh at the student?	0	1	2	3	4	5	<input checked="" type="radio"/> 6
5. Is the problem behavior more likely to occur following a conflict outside the classroom? (e.g., bus write up)	0	1	<input checked="" type="radio"/> 2	3	4	5	6
6. Does the problem behavior occur to get your attention when you are working with other students?	0	1	2	3	<input checked="" type="radio"/> 4	5	6
7. Does the problem behavior occur in the presence of specific peers?	0	1	2	3	4	<input checked="" type="radio"/> 5	6
8. Is the problem behavior more likely to continue to occur throughout the day following an earlier episode?	0	<input checked="" type="radio"/> 1	2	3	4	5	6
9. Does the problem behavior occur during specific academic activities?	<input checked="" type="radio"/> 0	1	2	3	4	5	6
10. Does the problem behavior stop when peers stop interacting with the student?	0	1	<input checked="" type="radio"/> 2	3	4	5	6
11. Does the behavior stop when peers are attending to other students?	0	1	2	3	4	<input checked="" type="radio"/> 5	6
12. If the student engages in the problem behavior do you provide one-on-one instruction to get student back on-task?	0	1	2	3	4	<input checked="" type="radio"/> 5	6
13. Will the student stop doing the problem behavior if you stop making requests or end an academic activity?	<input checked="" type="radio"/> 0	1	2	3	4	5	6
14. If the student engages in the problem behavior, do peers stop interacting with the student?	0	<input checked="" type="radio"/> 1	2	3	4	5	6
15. Is the problem behavior more likely to occur following unscheduled events or disruptions in classroom routines?	0	1	2	3	<input checked="" type="radio"/> 4	5	6

Source: Lewis, T.J., Scott, T.M., and Sugai, G. (1994). The problem behavior questionnaire: A teacher-based instrument to develop functional hypotheses of problem behavior in general education settings. Diagnostic, 19, 103-115. Reprinted with permission.

## PROBLEM BEHAVIOR QUESTIONNAIRE PROFILE

Student Trish Grade 4<sup>th</sup>  
 School Tucker Creek Elementary Date 9/30/

DIRECTIONS: Circle the score given for each question from the scale below the corresponding question number (in bold).

PEERS			ADULTS			SETTING EVENTS		
Escape			Attention			Escape		
3 10 14			4 7 11			1 9 13		
2 6 12			5 8 15					
6	6	6	6	6	6	6	6	6
5	5	5	5	5	5	5	5	5
4	4	4	4	4	4	4	4	4
3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0

### ANALYSIS OF POSSIBLE FUNCTION(S) OF STUDENT BEHAVIOR

Trish appears to get attention from her peers and adults when engaging in inappropriate behavior.

Source: Lewis, T.J., Scott, T.M., and Sugai, G. (1994). The problem behavior questionnaire: A teacher-based instrument to develop functional hypotheses of problem behavior in general education settings. *Diagnostic*, 19, 103-115. Reprinted with permission.



## PROBLEM BEHAVIOR QUESTIONNAIRE

### Respondent Information

Student \_\_\_\_\_ DOB \_\_\_\_\_ Grade \_\_\_\_\_ Sex: M F IEP: Y N  
 Teacher \_\_\_\_\_ School \_\_\_\_\_  
 Telephone \_\_\_\_\_ Date \_\_\_\_\_

STUDENT BEHAVIOR: Please briefly describe the problem behavior(s)

DIRECTIONS: Keeping in mind a typical episode of the problem behavior, circle the frequency at which each of the following statements are true.

	PERCENT OF THE TIME						
	Never	10%	25%	50%	75%	90%	Always
16. Does the problem behavior occur and persist when you make a request to perform a task?	0	1	2	3	4	5	6
17. When the problem behavior occurs do you redirect the student to get back to task or follow rules?	0	1	2	3	4	5	6
18. During a conflict with peers, if the student engages in the problem behavior do peers leave the student alone?	0	1	2	3	4	5	6
19. When the problem behavior occurs do peers verbally respond or laugh at the student?	0	1	2	3	4	5	6
20. Is the problem behavior more likely to occur following a conflict outside the classroom? (e.g., bus write up)	0	1	2	3	4	5	6
21. Does the problem behavior occur to get your attention when you are working with other students?	0	1	2	3	4	5	6
22. Does the problem behavior occur in the presence of specific peers?	0	1	2	3	4	5	6
23. Is the problem behavior more likely to continue to occur throughout the day following an earlier episode?	0	1	2	3	4	5	6
24. Does the problem behavior occur during specific academic activities?	0	1	2	3	4	5	6
25. Does the problem behavior stop when peers stop interacting with the student?	0	1	2	3	4	5	6
26. Does the behavior stop when peers are attending to other students?	0	1	2	3	4	5	6
27. If the student engages in the problem behavior do you provide one-on-one instruction to get student back on-task?	0	1	2	3	4	5	6
28. Will the student stop doing the problem behavior if you stop making requests or end an academic activity?	0	1	2	3	4	5	6
29. If the student engages in the problem behavior, do peers stop interacting with the student?	0	1	2	3	4	5	6
30. Is the problem behavior more likely to occur following unscheduled events or disruptions in classroom routines?	0	1	2	3	4	5	6

Source: Lewis, T.J., Scott, T.M., and Sugai, G. (1994). The problem behavior questionnaire: A teacher-based instrument to develop functional hypotheses of problem behavior in general education settings. Diagnostic, 19, 103-115. Reprinted with permission.

PROBLEM BEHAVIOR QUESTIONNAIRE PROFILE

Student \_\_\_\_\_ Grade \_\_\_\_\_  
School \_\_\_\_\_ Date \_\_\_\_\_

DIRECTIONS: Circle the score given for each question from the scale below the corresponding question number (in bold).

PEERS						ADULTS						SETTING EVENTS		
Escape			Attention			Escape			Attention					
3	10	14	4	7	11	1	9	13	2	6	12	5	8	15
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

ANALYSIS OF POSSIBLE FUNCTION(S) OF STUDENT BEHAVIOR

Source: Lewis, T.J., Scott, T.M., and Sugai, G. (1994). The problem behavior questionnaire: A teacher-based instrument to develop functional hypotheses of problem behavior in general education settings. *Diagnostic*, 19, 103-115. Reprinted with permission.

## Data Triangulation Chart

Student Trish

Date(s) 9/26 – 10/8

Source 1	Source 2	Source 3
<i>ABC Chart:</i>	<i>Interview with playground supervisor:</i>	<i>Scatterplot:</i>
<i>Trish yells at students when they don't do what she says. She hits students when she does not get her way.</i>	<i>Trish yells at and hits other girls when she doesn't get her way. This usually happens when there are no adults nearby.</i>	<i>Trish engages in appropriate behavior on the playground about 73% of the time; verbally aggressive behavior about 19% of the time; and physical aggression 8% of the time.</i>
<b>Interpretation:</b>  <b>1. Precipitating events:</b> <i>Playground, undersupervised games involving girls.</i>  <b>2. Maintaining consequences:</b> <i>Trish usually gets her way when she becomes verbally or physically aggressive. She also gets to spend time with the playground supervisor.</i>  <b>3. Function(s):</b> <i>Trish's behavior allows her to get her way (albeit for a short time) and play with other girls. She thinks this is an effective way to join groups.</i>		

## Data Triangulation Chart

Student \_\_\_\_\_ Date(s) \_\_\_\_\_

Source 1	Source 2	Source 3

## Data Triangulation Chart

Student Dom Z.

Date(s) 3/6/99 – 3/17/99

Source 1	Source 2	Source 3
<i>Scatterplot</i>	<i>Teacher lesson plan book</i>	<i>Discussion with Dom reveals that he sometimes feels frustrated when he has to read a lot of material. He often makes distracting comments so his classmates won't find out he has problems reading.</i>
<i>Dom's comments are most frequent during board work, the end of group lectures, and, although inconsistent, during independent work. Dom's inappropriate comments drastically decrease when working in small groups.</i>	<i>Discussion w/teacher</i>	
	<i>Examination of lesson plan book reveals Dom's inappropriate comments were higher during assignments that required a lot of reading.</i>	
<p><b>Interpretation:</b> <i>Dom's problems with reading cause him frustration.</i></p> <p><b>4. Precipitating events:</b> <i>Dom is asked to read materials beyond his ability.</i></p> <p><b>5. Maintaining consequences:</b> <i>Comments distract teacher and classmates.</i></p> <p><b>6. Function(s):</b> <i>Dom is not asked to read. He avoids a potentially embarrassing/frustrating situation.</i></p>		

## Data Triangulation Chart

Student \_\_\_\_\_ Date(s) \_\_\_\_\_

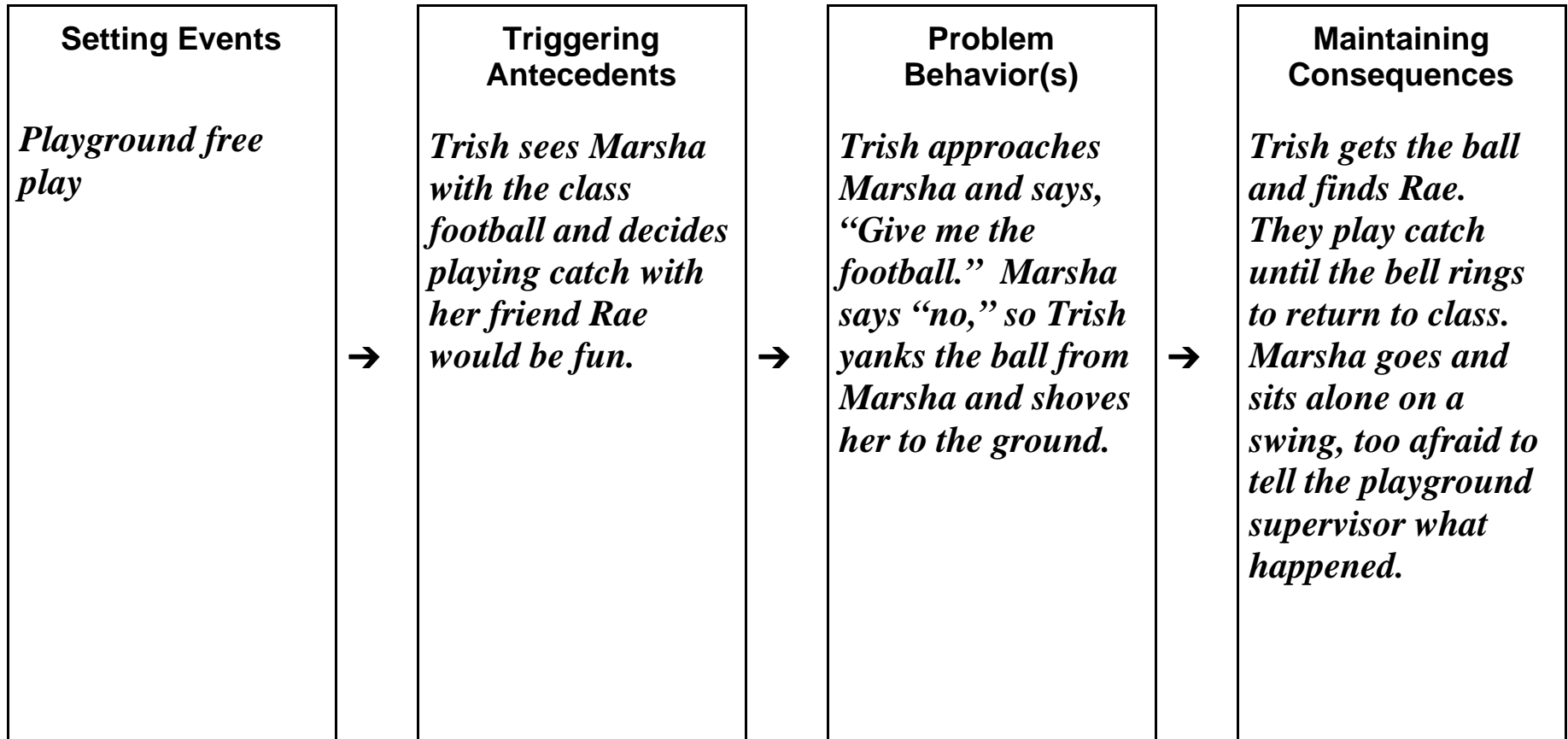
Source 1	Source 2	Source 3

## Problem Behavior Pathway

Student: Trish B. Grade: 4th School: Tucker Creek Elementary Date: 10/6

Time: 10:15 – 10:30 am

Setting: Recess

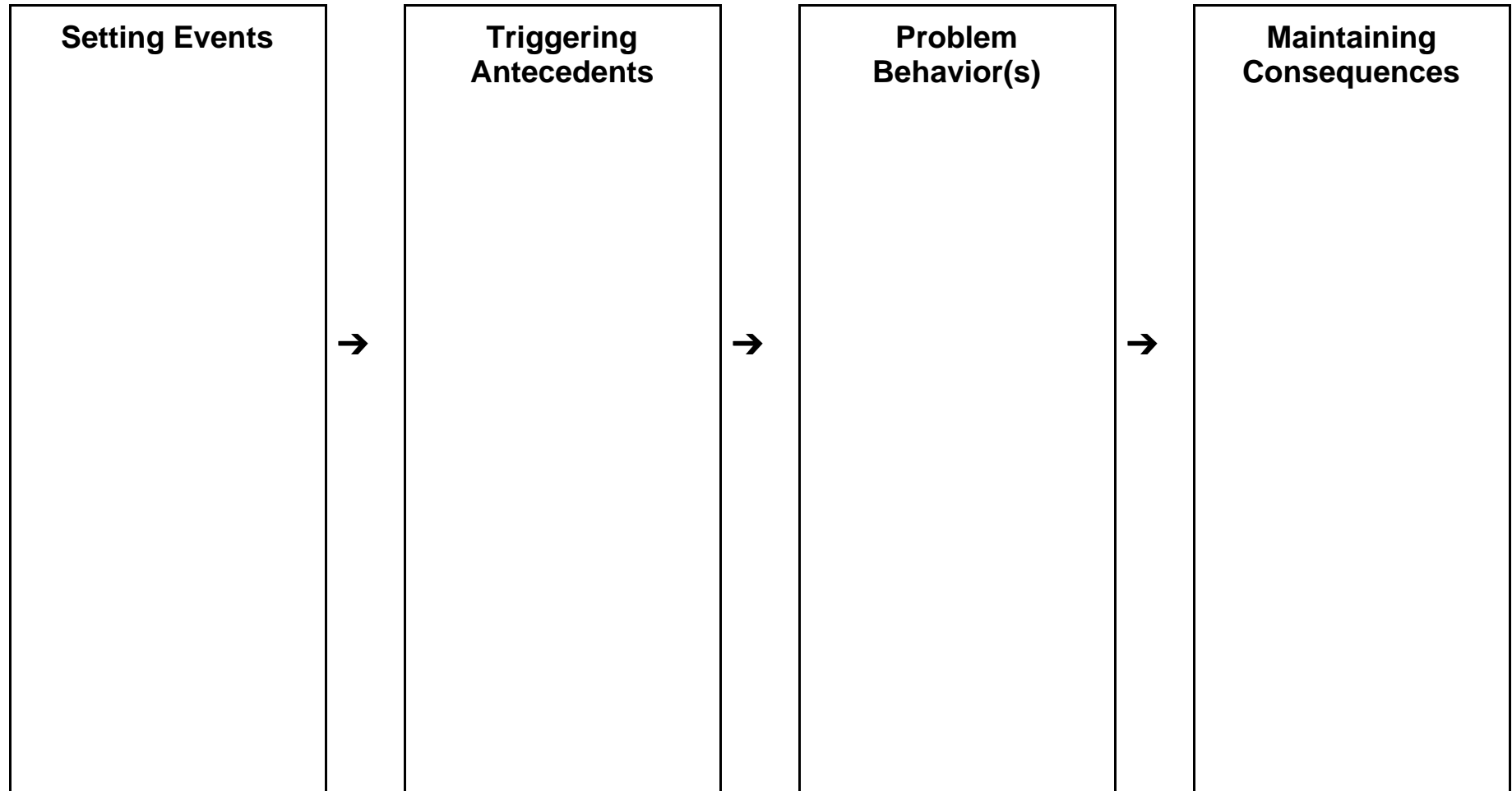


## Problem Behavior Pathway

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_

Time: \_\_\_\_\_

Setting: \_\_\_\_\_





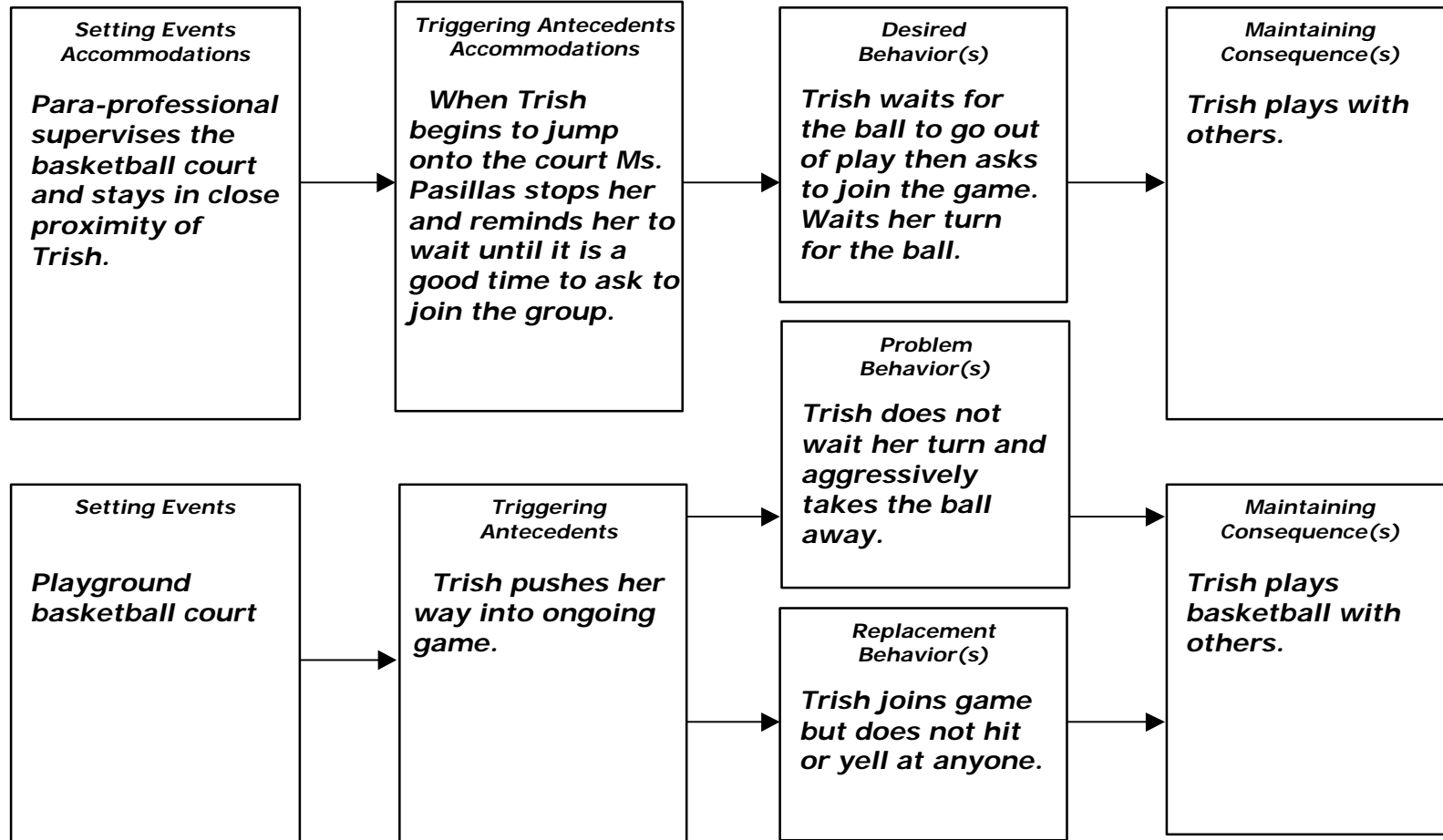
## COMPETING BEHAVIOR PATHWAY

Student: Trish

Grade: 4

School: Tucker Creek

Date: 10/3

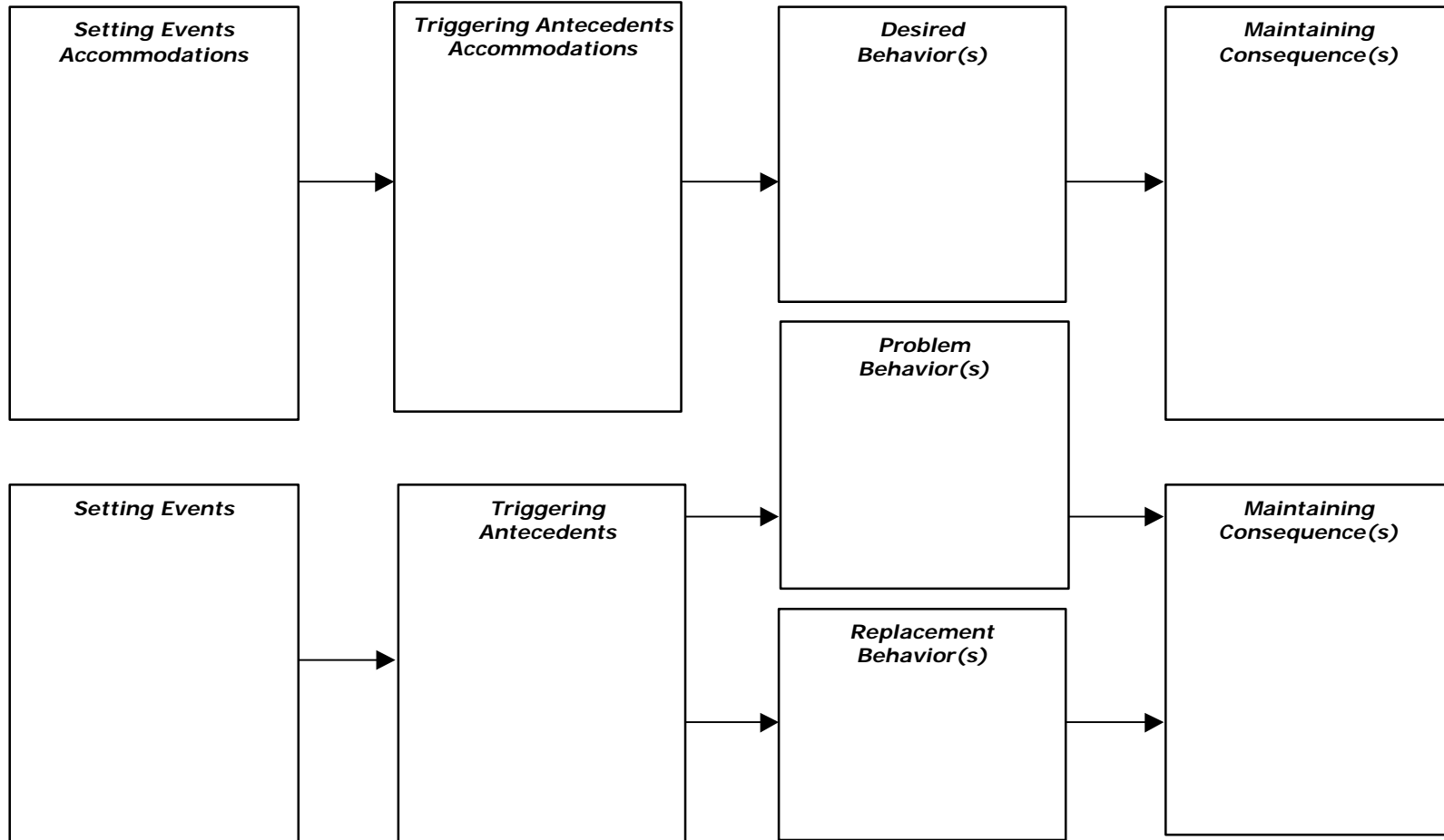


# COMPETING BEHAVIOR PATHWAY

Student: \_\_\_\_\_

Grade: \_\_\_\_ School: \_\_\_\_\_

Date: \_\_\_\_\_



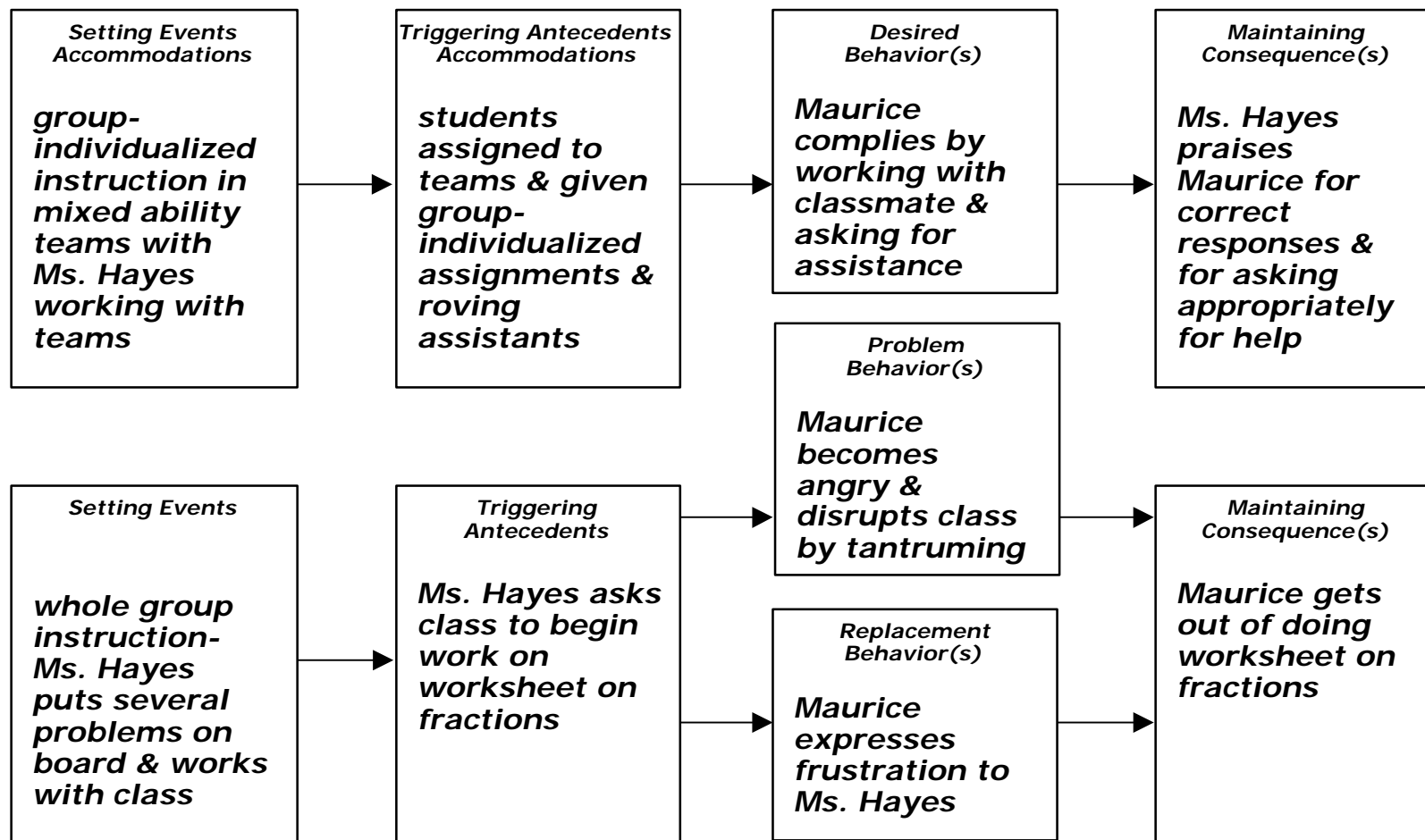
# COMPETING BEHAVIOR PATHWAY

Student: Maurice R.

Grade: 5

School: Kingston Elem.

Date: 2/9/98



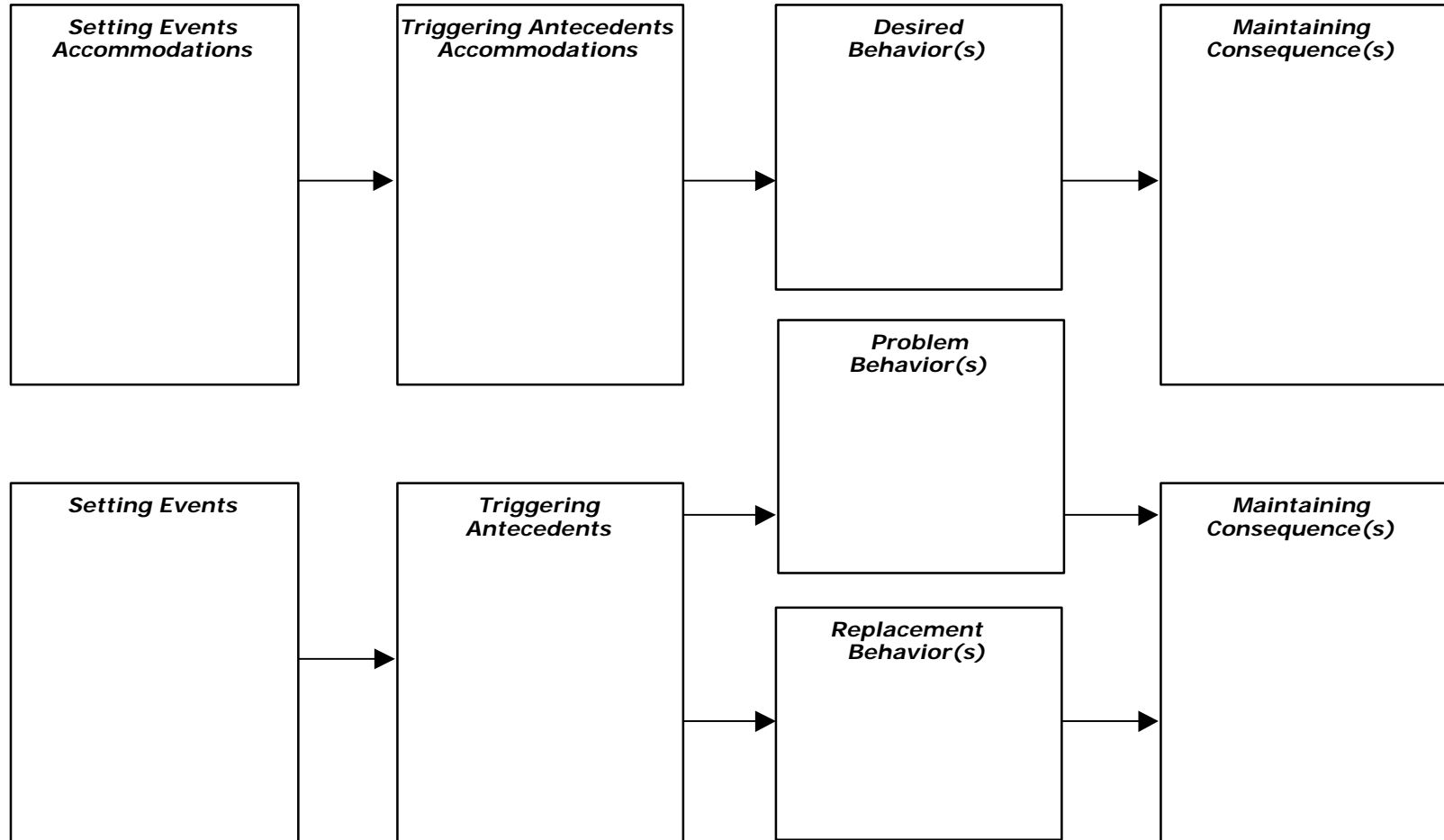
# COMPETING BEHAVIOR PATHWAY

Student: \_\_\_\_\_

Grade: \_\_\_\_

School: \_\_\_\_\_

Date: \_\_\_\_\_



# MY CONTRACT

I \_\_\_\_\_ agree to the following terms:

**These are my goals:**

1. \_\_\_\_\_

Threshold: \_\_\_\_\_

2. \_\_\_\_\_

Threshold: \_\_\_\_\_

**These are my rewards/reinforcers if I meet my goals:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**These are my consequences if I do not meet my goals:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**My contract will be reviewed on** \_\_\_\_\_

**Signatures**

Student \_\_\_\_\_ Date \_\_\_\_\_

Teacher \_\_\_\_\_ Date \_\_\_\_\_

Parent \_\_\_\_\_ Date \_\_\_\_\_

Parent \_\_\_\_\_ Date \_\_\_\_\_